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ABSTRACT

This guide, for guidance personnel and teachers, is designed to provide ready access to current, practical programs, activities, and references for improving guidance programs. The resources are organized in four sections representing areas of basic concern for guidance personnel. Section 1 presents selected portions of guidance programs from around the United States for grades K-12. Section 2 synthesizes the most current, available information on computer-assisted career guidance programs. Section 3 presents proven strategies to help counselors deal with students' day-to-day concerns. Issues which are addressed include death, suicide, drugs and alcohol, career planning, teenage pregnancy, nutrition, and stress. Section 4 presents resources and suggested activities for helping students with special problems, e.g., those with learning disabilities, the disadvantaged, and gifted students. Areas addressed include careers, social relationships, teaching strategies, independent living, and minority issues. Resources in this volume represent classroom and teaching techniques as well as those from a traditional counseling focus. ERIC materials are identified with the ERIC document number; availability information for other resources is provided. (BL)

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VOLUME 2

developed by

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INTRODUCTION

As a counselor, you are already providing a variety of guidance and counseling services designed to meet the needs of your student population. However, as a professional, you are always looking for ways to improve your services as well as practical, concrete strategies that will fill gaps in your existing program. If you are like most counselors, you probably have a limited amount of time to search through the constantly expanding body of resources and materials that are available to guidance personnel.

This second volume of Resources for Guidance Program Improvement is designed to build on and extend the resources in volume one by providing busy counselors with ready access to current, practical programs, activities, and references.

The resources are organized in four sections representing areas of basic concern for guidance personnel. Section one, Guidance Program Models, presents selected portions of guidance programs from around the United States; section two, Guidance and Computers, synthesizes the most current, available information on computer-assisted career guidance programs; section three, Personal/Social Counseling, presents proven strategies to help you deal with the students' day-to-day concerns; and section four, Counseling Students with Special Needs, presents resources and suggested activities for helping students with special problems, e.g., learning disabled and disadvantaged students.

Increasingly, counselors are redefining their roles in the educational process. In place of an emphasis on treatment for a few troubled students, they are attempting to meet the educational and developmental needs of all students in their care. The resources in this volume were selected with this broader perspective in mind, and represent classroom and teaching techniques as well as those with a traditional counseling focus.

The primary source for this compilation is the Educational Resources Information Center (ERIC), an information system in existence since 1966 and currently sponsored by the National Institute of Education within the U.S. Department of Education. ERIC is designed to provide ready access to current literature dealing with education through a variety of products and services, e.g., databases, abstract journals, microfiche, and document reproductions. The ERIC materials in this volume are identified by their ED (ERIC Document) number and may be read at an ERIC microfiche collection (at over 700 locations in the U.S. and abroad), or they may be ordered through the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Availability for other resources is provided along with the author and title information.

SECTION I: GUIDANCE PROGRAM MODELS

Introduction

Most schools have implemented guidance services in some format. Effective services, however, involve more than sporadic or disjointed activities which often result in confusion, duplication of effort and gaps in services. Comprehensive school guidance requires the coordinated contribution of the entire school community--parents, teachers, administrators and students.

The model programs chosen for inclusion here represent only a few from the many available in ERIC and elsewhere. It is hoped that the opportunity to view comprehensive, developmental, coordinated, student-centered programs will aid those who wish to improve the services they already provide.

TITLE: GUIDELINES FOR DEVELOPING COMPREHENSIVE GUIDANCE PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS: KINDERGARTEN THROUGH ADULT SCHOOL
AUTHOR: JERGENSON, JUANITA, ED.
PUB. DATE: 1981
LENGTH: 66 PAGES
ERIC NO.: ED 217 337

This publication presents a comprehensive student-centered guidance program for the total school experience, kindergarten through adult education and is designed to provide school personnel with the necessary information and incentive to translate the concepts which are central to a comprehensive guidance program into the specifics of effective guidance programs. Chapter One briefly outlines eight concepts which should be considered by school staffs and planning groups in the development of a comprehensive guidance program. These concepts are described in greater detail in the second chapter. Chapter Three provides suggestions for developing a comprehensive guidance program and describes a seven-step process for planning, structuring and implementing such a program. The fourth chapter discusses implications for personnel in a comprehensive guidance program and lists personnel qualifications and competencies. The final chapter describes resources available for helping the development and improvement of programs and services outlined in the materials. An annotated bibliography is included which lists sources to assist schools in selecting the methods and approaches most appropriate to their particular situations. The seven-step process for program implementation and several of the relevant forms are reproduced here.

As the program is planned, structured, and implemented, school staff should consider the following:

Step 1: Devise an Evaluation Design.
Step 2: Determine Student Needs.
Step 3: Establish the Goals.
Step 4: Write the Objectives.

Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives.

Step 6: Develop Skills of Staff When Necessary.

Step 7: Evaluate the Program; Make Necessary Changes; Report the Results.

Step 1: Devise an Evaluation Design

Evaluation is a continuous process, and it is important to develop a plan for gathering information early in the process of planning. Staff will need to determine what decisions must be made regarding the program and what information will need to be collected to make decisions wisely. An evaluation design is simply a plan for collecting the right kinds of information. Evaluation is addressed more fully in Step 7.

Step 2: Determine Student Needs

As program planning begins, staff members will undoubtedly already have many ideas about what they hope students will be able to do and know as a result of the program. However, to ensure the success of planning efforts, staff will want to get some feedback from the others involved. One way to do this is to conduct a needs assessment. Conducting a needs assessment does not mean simply that students, parents, teachers, and counselors are asked what they want the program to be. It means that, once a philosophical framework for the program is decided, others will be given a chance to help decide the priorities within that selected framework. A needs assessment involves two actions:

1. *Determine what is wanted.* This means finding out what students, staff, and parents want the outcomes of the program to be (sometimes called "assessing desired outcomes").

2. *Identify what exists now.* This means finding out what the outcomes are currently (sometimes called "assessing current status").

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As the assessment instruments are constructed, planners must keep in mind the concepts discussed in Chapter 2. For example, others may wish to address student needs in the areas of personal, social, educational, and career development. A carefully constructed needs assessment can also indicate how well the staff is providing a preventive educational environment and how well it is doing in terms of human equity.

The comparison of the results of the assessment will allow the staff to identify student needs. Those needs will be considered when goal statements are written.

Step 3: Establish the Goals

Goals may be defined as general statements of what is ideally expected as a result of the comprehensive guidance program. They are global statements that reflect the desired outcomes toward which the program will be directed.

The staff will want to write goals to cover the needs identified by the comparison of the two assessments as well as some to cover the desired outcomes already being met. Another source of goal statements would be the district philosophy and goals. Once goals have been developed, the staff will need to translate them into objectives; i.e., more specifically worded statements that allow the staff to determine whether students are progressing toward the goals. Objectives are discussed in the next step. At this point, however, it is appropriate to consider the developmental aspects of the program.

Writing Goals by Development Levels

When the staff is writing goals, it will need to consider students' readiness for different aspects of the guidance content. That can be accomplished by developing specific goals that relate to the students' stages of development. The following discussion should help in understanding the process more fully.

In developing goals for students, the staff will first wish to develop a general statement of the overall outcome expected from students in the program. An example of one such general goal is as follows:

> All students who pursue their education in a California school should reach optimum personal, social, educational, and career development as indicated in their:
>
> - Realistic self-concept and healthy self-respect
> - Healthy interpersonal relationships
> - Responsible behavior in the school, family, and community
> - Motivation to continue to learn and to accept responsibility for their own learning
> - Understanding of themselves, the world of work, and the realistic integration of one with the other

Once the general goal is written, the next task will be to write more specific goals for students. Although there is more than one approach, a way to begin is by writing goals by content areas. While a comprehensive program assists in the total development of students as whole people, for the purposes of planning, designing, implementing, and evaluating, it is essential to define specific content areas. In this document the guidance program is seen as one that provides assistance to students in their personal, social, educational, and career development.

Writing Goals by Content Areas

Following is an example of how the general goal might be translated into more specific student goals within the four content areas:

I. PERSONAL DEVELOPMENT: Understanding of self--

Students will have realistic self-concepts.

Students will have healthy respect for themselves.

II. SOCIAL DEVELOPMENT: Relating to others--

Students will maintain healthy interpersonal relationships.

Students will behave responsibly in school.

Students will behave responsibly in the family.

Students will behave responsibly in the community.

III. EDUCATIONAL DEVELOPMENT: Making effective use of learning--

Students will maintain their natural motivation to learn.

Students will feel satisfaction with learning.

Students will strive for maximum use of their potential.

Students will accept responsibility for their own learning experiences.

Students will seek out new learning experiences.

IV. CAREER DEVELOPMENT: Planning for the future--

Students will be aware of their career potential.

Students will have realistic perceptions about the world of work.

Students will relate themselves to the world of work.

Although writing goals for each of the content areas allows the staff members to address important areas of need for students, they will probably discover that some of the goals have more relevance to one population in the school than for another and that the goals do not address the developmental levels of students. The task, then, becomes one of refining the goals so that they address the different populations as well as the developmental levels within those populations.

Refining Goals by Grade Levels and Levels of Internalization

Perhaps one of the easiest ways to group goals is by grade level. Needless to say, schools and school districts would use grade spans consistent with their local school structures. For the purposes of this document, four grade spans are recommended: kindergarten through grade three, grades four through six, grades seven and eight, and grades nine through adult.

Deciding which goals will be appropriate to each grade span is not the only consideration that should be made in the refining process. Staff members will also wish to consider the developmental differences within age groups. One way to account for these differences is to write goals for each grade span at each of the three levels of internalization as described here.

Specifying student goals in accordance with the three levels of internalization--awareness, accommodation, and action--is one way of treating goals developmentally.

The *awareness* level could be described as that level at which students are receiving input or information or are decoding. At this level, students are functioning in the cognitive domain. Subgoals written for this level will be characterized by such phrases as "students will be aware of . . ." or "students will learn about . . ." or "students will have information about. . . ."

The *accommodation* level could be described as that level at which students are processing the information, accepting it or rejecting it, and understanding it or integrating it. At this level, students move from the cognitive to the affective domain. They exhibit interest and/or appreciation for the information. Subgoals written for this level can be characterized by such phrases as "students will appreciate . . ." or "students will understand . . ." or "students will develop . . ." or "students will realize. . . ."

The *action* level might be described as that level at which students express themselves, give output, encode, manifest behaviors which come from their awareness and understanding, make decisions and act on them, or create. Students at this level are applying both cognitive and affective processes. Subgoals written for this level will be characterized by action verbs; for example, "Students will *formulate* tentative career plans," "Students will *use* negotiation skills," and "Students will *respect* the integrity of others."

When writing subgoals at one of the levels, school staffs should make certain that parallel subgoals are included in all three levels; that is, to ensure that students meet an expected goal, the program must be designed to assist students' progress through the three levels of internalization.

To summarize, what has just been described is a kind of refinement process for the writing of student goals. This process incorporates consideration of the four content areas, the grade span levels, and the levels of internalization. The chart on page 14 illustrates how these can be coordinated. Note that the example includes illustrative goals written for each grade span at all three levels of internalization.

School staffs may find it more appropriate for their situations to write goals for various populations and then to write their objectives at the levels of internalization.

Additional Sources for Treating Goals Developmentally

In refining goals by developmental levels, staff members are encouraged to review the concepts expressed by such authorities as Erikson (1968). (References are included in the annotated bibliography; see page 29.)

Two excellent resources are the textbooks by Dinkmeyer and Caldwell* and Blocher,+ which outline developmental approaches to guidance program planning. The following are samples of goals for students by developmental stages:

- Developmental Tasks of Preadolescents, Ages Five Through Twelve Years (from Dinkmeyer and Caldwell)

---

*Don Dinkmeyer and Edson Caldwell, Developmental Counseling and Guidance in the Elementary School. New York: McGraw Book Co., 1970.

+Donald H. Blocher, Developmental Counseling. New York: Ronald Press, 1974.

Acquiring a realistic sense of self-identity and self-acceptance; developing an adequate self-image and feelings of adequacy:

1. Students will accept their capabilities.
2. Students will recognize that at times others do better than they.
3. Students will accept the idea that they are still adequate even when they do not place first in competition.

- Coping Behaviors of Later Adolescence, Ages Fifteen Through Nineteen Years (from Blocher)

Reciprocal behavior:

1. Students will trust others in matters of personal concern.
2. Students will share resources with each other for mutual benefit.
3. Students will keep their promises made to peers and adults.
4. Students will keep confidences in keeping with personal integrity.

Step 4: Write the Objectives

Because goals are usually stated in broad general terms, it is difficult to know whether or not students have reached them. Consequently, once a set of comprehensive goals has been decided, the next task will be to translate each of the goals into specific objectives. More narrow in scope, objectives are stated in such a way that the desired outcomes for students are both *measurable* and *observable*. A number of objectives may be written for each goal. They act as an important link between a particular goal and the methods (activities, services, and so forth) that will be used to assist students toward the goal.

Performance objectives state clearly what students will accomplish and exactly how that accomplishment will be judged. They identify who will be able to do *what* and *how well, when* it will happen, and *how* it will be *evaluated.*

An objective should be so understandable that anyone reading it can tell who will be able to do what and when, as well as how to judge whether the objective has been met. Additionally, objectives must be challenging enough to ensure motivation and progress for all students as well as the parents and staff involved in the program.

The following are two examples of a goal and related objective:

Goal: The student will understand the many ways in which society influences the nature and structure of work.

Objective: Given a list of common occupations, all eleventh grade students will specify at least one societal purpose that is served by each, with 90 percent accuracy.

Second example:

Goal: Students will be able to better understand people whose racial, cultural, ethnic, or socio-economic backgrounds are different from their own.

Objective: After reviewing selected reading materials and films, all seventh grade students will be able to identify at least three ways in which racial prejudice may be communicated.

Although the focus of the last several paragraphs has been on the writing of student goals and objectives, the school staff will also want to write program goals and objectives.

Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives

Of course, a set of goals and objectives is not a complete guidance program. A guidance program also includes the methods, techniques, procedures, and activities which are used to assist students in achieving objectives and progressing toward the attainment of goals. "Guidance curriculum" and "guidance services" are terms used to describe some of these methods. Developing a comprehensive guidance program involves determining which methods will be best used to achieve student objectives.

Guidance Curriculum

Ideally, the guidance curriculum is infused throughout the total school curriculum as the staff meets the requirements of assisting students to make reasonable progress in the content areas. Various persons, including teaching staff, specialist staff, parents, and administrators, have specific responsibilities for planning, designing, implementing, and evaluating the delivery of the guidance curriculum.

A guidance curriculum and its infusion into the total curriculum of the school are usually the most neglected aspects of a guidance program. Career education and career development activities are an increasing exception. Group guidance classes, teacher advisement programs, minicourses, and other short-range courses of study are examples of curriculum methods to reach certain personal, social, educational, and career development objectives.

Guidance Services

Guidance services are the noncurricular methods used in the guidance program. Such services are often provided in settings other than the classroom, such as the counseling office or career center. These services are provided by credentialed and other school personnel. Some typical services might include the following:

- Psychological counseling
- Psychoeducational assessment and diagnosis
- Referral to community agencies
- Consultation with teachers and parents
- Administering, scoring, and interpreting of tests
- Group and individual casework
- Interviewing of students
- Providing of information

The discovery, development, and appropriate utilization of expertise is part of developing a guidance program. However, the entire staff--school psychologists, school counselors, guidance paraprofessionals, teachers, parents, and others--will provide only those services and functions for which they are the most qualified. (Refer also to Chapter 4.)

Also required during this step is the matching of task, talent, and time. In other words, this is when the *what, how, who,* and *when* are determined. Because the staff is moving from conceptualization to implementation, it is vitally important at this point that the staff reestablish the commitment of all those who are involved.

Step 6: Develop Skills of Staff When Necessary

In the staffing of guidance activities, guidance personnel may find that there are discrepancies between staff competencies and program needs. As a result, staff development activities may be needed for the professional growth of participants. Not all staff members need to possess all skills. (See Chapter 4.)

Step 7: Evaluate Your Program; Make Necessary Changes; Report the Results

As indicated in Step 1, evaluation is a continuous process throughout the planning, structuring, and implementation of the program. Evaluation may be defined as the process of determining the value or effectiveness of an activity for the purpose of making decisions about a program. The bibliography contains several sources on the subject to assist in the development of the evaluation plan. The intent here is simply to review briefly some of the typical steps and terms of the evaluation process.

Steps in Evaluation

Steps typically involved in evaluation are:

1. Formulating the questions to be answered
2. Selecting/developing measurement instruments
3. Collecting and analyzing the data which will assist in answering the questions
4. Modifying plans, operations, and program directions in light of the findings

Formulating the questions. Since the purpose of evaluation is to provide data for making decisions, staff members will need to know in advance what questions they want answered. Some questions the staff might want answered from the data would include:

- What is the program trying to accomplish--what problems need to be solved?
- Do the stated goals reflect what it is we are trying to accomplish?
- Do we have the facilities, materials, and equipment to start the program? If not, what is missing?
- Is the program cost effective?
- Does one strategy work better than another?

Selecting/developing measurement instruments. As part of the evaluation design, the staff will need to decide what approach will be used for assessment purposes. A number of measurement techniques may be used: standardized norm-referenced tests, criterion-referenced tests, short answer and essay tests, questionnaires, observations, interviews, and school records.

Collecting and analyzing the data. The kinds of data to be collected should reflect the extent to which the data will answer the questions posed in the evaluation design. Some of the questions the staff may want to consider are: What kind of information needs to be collected to improve the project while it is in operation? What kind of information is needed when the program is over? In what format should various types of evaluation be presented to have the best chance of influencing important decisions? What kind of technical assistance is available to process, analyze, and present the data? Who is going to need or use the information? What decisions are going to be made as a result of the data analysis?

Modifying plans, operations, and program directions in light of the findings. The modification process takes place both during and at the end of the program. Although many of the activities may be very successful in helping students meet objectives, the staff may also wish to make certain changes in the program for improvement. Such improvements might include more student participation, different kinds of team leadership, different or reworded objectives, more community-based activities, or more individualized learning experiences.

Types of Evaluation

The two basic types of program evaluation are formative and summative.

Formative evaluation is concerned with both implementation processes and movement toward the attainment of objectives while the program is in progress. It answers the question, "How are we doing?" Thus, mid-course corrections or modifications can be made if desirable.

Summative evaluation is concerned with evidenced results which include measuring the level of achievement of objectives and the success or failure of implementation processes. Since it takes place at the end of a program, summative evaluation answers the question, "How did we do?"

Formative and summative evaluation may include product, process, and context data. The two types of evaluation along with the three kinds of evaluation data which can be gathered for each can be seen as follows:

	Formative	Summative
Product data		
Process data		
Context data		

All three types of data may be collected during a program cycle or at the end of a given period of time.

Product data focus on the outcomes, results, or products of the programs in order to measure the accomplishments during or at the end of the program. Product data should, therefore, be related to the program goals and objectives.

Process data focus on the program activities and procedures which have been implemented to assist students in attaining program objectives. Such information helps to determine the effectiveness of the activities of the program. Once again the monitoring of activities (process data) can take place during or at the end of a program.

Context data focus on the environment in which the program activities take place. This might include facilities, policies, class organization, attitudes, and support of the administration toward the program.

See Appendix C for a sample evaluation plan and sample monitoring forms.

In summary, every component of the program has its role to play and is related to every other component. The needs assessment suggests those areas in which goals and objectives need to be developed; program activities or strategies to assist students in meeting the goals and objectives; and implementation of program activities produces results. Evaluation provides current data which allow staff members to determine their successes and to take corrective action where necessary. Rather than being seen as an isolated activity, evaluation can be the nucleus of the program as it interacts with every other aspect of the program.

Reporting of Results

Evaluation allows the staff to make decisions about the program. All persons involved in the program must be kept up-to-date on what is happening. Many guidance program developers forget to tell people what is happening or to ask them what they want. A systematic approach is a continuous cycle of asking, doing, evaluating, and reporting.

The following checklist may be used in assessing the current guidance program as well as a guide for criteria to be included in developing a comprehensive guidance program.

A CHECKLIST FOR DEVELOPING A GUIDANCE PROGRAM

___ 1. Is there a district or school philosophy statement?

___ 2. How does the development of the guidance program at the school fit into what other planning groups are doing (for example, the school site council, school advisory committee, bilingual education committee, or other curriculum or program development groups)?

___ 3. Is there an overall goal statement or set of assumptions for the guidance program?

___ 4. Is there a set of guidance goals for students?
    ___ Are goals written by grade levels?
    ___ Are goals written by levels of internalization?
    ___ Were students, parents, and staff involved in the writing of goals?

___ 5. Are the student goals representative of the needs of students from all the language, economic, and ethnic groups at the school?

___ 6. Is there a set of student objectives?

___ 7. Is a guidance curriculum identified and established?
    ___ Is it clear which student outcomes are addressed?

___ 8. Are guidance services specified and adequately staffed?
    ___ Is it clear which student outcomes they address?

___ 9. Does the program provide support to all students in meeting academic proficiency standards?

___10. Does a plan exist for identifying and developing and utilizing the expertise of all available personnel?

___11. Is there continuous program evaluation?

___12. Is a report presented on the program?

___13. Are all persons who are affected by the program involved in the development and implementation of the program (students, staff, administration, guidance personnel, parents, community, school board)?

___14. Is there administrative support?

___15. Are there sufficient facilities to carry out the program?

___16. Is there adequate financial support for the program? What resources are available (for example, ESEA, Title I; Economic Impact Aid; School Improvement Program)?

Appendix C

Sample Evaluation Plan and Forms

PROGRAM EVALUATION PLANNING FORM

(Typical questions to be asked)

Program ______________________________

Purpose(s) of evaluation ______________________________

Audience(s) for evaluation ______________________________

Program objectives	What objective is being evaluated? What is the goal or need statement to which this objective relates? Is this objective written in such a form that it can be measured? Is the implied measure appropriate for the objective?
Evaluation design	What questions must this design address? What information must this design be able to produce in order to answer these questions? To what purposes of evaluation do these questions relate? What information will the audience accept as evidence related to the purpose of the evaluation?
Assessment instruments	What kinds of assessment instruments will be appropriate to secure the information required in the design (norm or criterion-referenced tests, questionnaires, interviews, observations, rating scales, log sheets, narrative reports)?
Assessment dates and personnel	During what month or months should assessment take place? Who would be the most appropriate person to collect the data? Who is responsible for assigning personnel and dates?
Data analysis	What kinds of scores will be most useful in providing the information needed, as identified in the purpose and in the design? What kinds of data analysis will be most appropriate? Will outside help be required to do the required analysis?
Program activities to be monitored	What activities are central to the accomplishing of the objectives? What information must be collected to accomplish the purposes of the evaluation?
Monitoring dates and personnel	Who will perform the monitoring function? How frequently must the activities for this objective be monitored? To whom should the monitoring be reported?
Key reporting dates	Who will be interviewed to ensure that reporting dates meet decision or user requirements? Who will establish reporting deadlines?
Personnel or agencies to receive reports	What different audiences will receive evaluation reports on this objective? Have the questions identified by the audiences during the initial design step been addressed in the evaluation report? Have the purposes of the evaluation been accomplished?
Use to be made of data or reports	What activities have been planned to ensure the most effective use of the evaluation reports?

PROGRAM EVALUATION PLANNING FORM

(Sample answers to questions asked)

Program ______________________________

Purpose(s) of evaluation ______________________________

Audience(s) for evaluation ______________________________

Program objectives	By the end of the school year, 85 percent of eighth grade students enrolled throughout the year will demonstrate their understanding of the differences among five or more cultures in contrast to the culture of the student. Evidence of the accomplishment of the objective will be demonstrated by a score on a criterion-referenced test.
Evaluation design	Post-test (Students will be tested for mastery at the conclusion of the stated period.)
Assessment instruments	Criterion-referenced test to be developed.
Assessment dates and personnel	May 15. Administration by classroom teacher with assigned counselor responsibility for coordination.
Data analysis	Raw scores converted to percent.
Program activities to be monitored	Development or selection and utilization of study guide, display materials, media, and criterion-referenced tests.
Monitoring dates and personnel	October 15, December 15, February 15, and May 15. Counselor assigned will monitor.
Key reporting dates	Interim report—February 15; final report—June 15.
Personnel or agencies to receive reports	Building principal, counseling staff, director of pupil services.
Use to be made of data or reports	Revision and enhancement of unit on multicultural understanding.

School ______________________
Date ______________________
Evaluator ______________________

SAMPLE MONITORING FORM B

Program activities	Is activity taking place as planned?			Evidence available				
(List activities to be monitored.)	Yes	No	Not known	Observation	Records	Conference	Other	None
1. ______________________	☐	☐	☐	☐	☐	☐	☐	☐
2. ______________________	☐	☐	☐	☐	☐	☐	☐	☐
3. ______________________	☐	☐	☐	☐	☐	☐	☐	☐
4. ______________________	☐	☐	☐	☐	☐	☐	☐	☐
5. ______________________	☐	☐	☐	☐	☐	☐	☐	☐

School ____________________
Date ____________________
Evaluator ____________________

SAMPLE MONITORING FORM A

Program activity	Document available	Person responsible for implementing activity	Help required	From whom	Comments

TITLE: MASTER PLAN FOR ELEMENTARY AND SECONDARY GUIDANCE IN NORTH CAROLINA;
RESOURCE MANUAL FOR GUIDANCE K-12
AUTHOR: NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF PUPIL PERSONNEL SERVICES
PUB. DATE: 1979
LENGTH: 96 PAGES; 221 PAGES
AVAILABILITY: DIVISION OF PUBLICATIONS
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NC 27611

The first section of the state master plan for comprehensive guidance programs in North Carolina presents the statement of policy for the North Carolina State Board of Education which was adopted on November 2, 1979. The second section provides, in a chart format, the action steps and time lines for implementation of the master plan addressing the following areas: what is; what should be; who is responsible for area considered; evaluation procedure; and date when process will be implemented. Forms to be used in carrying out the action steps are provided. Section III presents guidelines for the master plan including program outcomes (components, goals, objectives) and student outcomes by components, goals and objectives: (1) Learning to Live, Personal and Social Development; (2) Learning to Learn: Educational Development; and (3) Learning to Make a Living, Career and Vocational Development. A discussion of the roles and responsibilities of school personnel on the unit level (board of education, superintendent, supervisor, director of guidance) and the school level (principal, guidance committee, pupil personnel workers, media specialists, exceptional and vocational education teachers, classroom teachers and counselors) are presented next. Role responsibilities are also discussed in terms of guidance functions, i.e., student appraisal, career and vocational development, counseling services, consultation services, coordination, and placement, follow-up, evaluation and research services. Clerical assistance and facilities are also discussed. The resource manual provides materials for each section outlined and discussed in the master plan, e.g., activities and strategies on the elementary, middle/junior high and high school levels, for implementing the learning to live, learning to learn, and learning to make a living program components; program "how to's"--how to release counselors of clerical tasks, developing a counselor principal team; media and resources lists.

Sections for the activities and program how to's of the Resources Manual are reproduced here.

COMPONENT I: LEARNING TO LIVE

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE 1: The student will demonstrate a positive attitude toward self as a unique and worthy person

LEVEL: Middle/Junior High

I. Student Outcomes: The student will be able to:

  A. Assess personal likes and dislikes.
  B. Assess individual attributes required for successfully fulfilling different stages of development.
  C. Describe physiological and psychological factors as they relate to different stages of development.
  D. Discuss how one's behavior influences the feelings and actions of others.
  E. Demonstrate coping skills acceptable to self and others.

II. Potential Activities

  A. Classroom Activities for Teachers and Counselors

    1. "Twenty Things I Love to Do" from Values Clarification by Sidney Simon.
    2. Complete "self appraisal" inventory from Caring and Sharing by Tom Erney and Robert Myrick.

3. "What is Self-Concept" activities 1-7 from Life Skills for Health, 7-9, p. 36-37.
4. Have students identify 3 or 4 roles they play (student, friend, son, or daughter, etc.). Have them make a list of positive qualities they possess that are important to successfully fulfilling that role. Then identify one quality in each one they would like to improve.
5. Trace the history of your self-concept in essay form. List psychological factors that affected it as well as physiological changes that took place. What role did others have in the development of your self-concept?

B. Other Guidance Activities for Counselors

1. Inventory students' interests through surveys, checklists and provide them with assistance in interpreting the results in small group or individual sessions.
2. Conduct inservice for teachers on the influence of self-concept on learning. Use book Facilitative Teaching by Myrick and Wittmer, or Inviting School Success by William Purkey.
3. Share with parents and teachers the development of behaviors expected at various levels of growth.

C. Guidance Activities for Whole School

Each grade level has a special day where they focus on why they are important. Held at different times during the year, they could focus on recognizing personal worth and uniqueness.

III. Materials and Resources

A. Caring and Sharing, Robert Myrick and Tom Erney.
B. Values Clarification by Sidney Simon.
C. Life Skills for Health, 7-9, SDPI.

IV. Evaluation

All students will be able to complete the "Twenty Things I Love to Do" and write the "History of My Self-Concept" essay.

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE 2: The student will demonstrate understanding of the influencing factors in developing a positive self-concept

LEVEL: Middle/Junior High

I. Student Outcomes: The student will be able to:

A. Identify the influence of one's environment on personal attitude and behavior.

B. Identify interests, abilities, and aptitudes as components of personal uniqueness.

C. Identify specific life experiences that are influenced by various personal attributes and self-perceptions.

D. Assess understanding of self and development toward a positive self-concept.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Occupational Exploration - give the Kuder Interest Inventory Test or other interests inventory and explain scores. Discuss how to relate interests to careers by exploring concepts of ideas, people, things as career foci.

2. Social Studies - job halloween - come to class in clothes of an occupation that interest me.

3. English, Occupational Exploration - read stories of workers that give ideas on how they reflected their interests and ultimately, self-concept in career choices.
4. "What's in my Wallet" - Strategy #63 from Values Clarification by Sidney Simon.
5. Write self-contracts that reflect ways they want to improve themselves taken from Values Clarification by Sidney Simon.
6. Conclude all guidance activities with "I learned that I . . ." statements. These statements have various forms including "I was surprised that I . . .," "I wonder why I . . ." and others.

B. Other Guidance Activities for Counselors

1. When counseling with individuals, use the "what if" technique. What if nobody liked people with blue eyes?
2. Set up a small group counseling program around the theme of getting to know myself.
3. Hand out one-page techniques to teachers on hints to improve self-concept.
4. Conduct or coordinate stress reduction sessions for teachers.
5. Develop a peer counseling program where students learn how to improve the self-concept of their peers.

III. Materials

Values Clarification by Sidney Simon.

IV. Evaluation

Students are able to list three environmental factors that affect their attitudes and behaviors and explain how these work.

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE 1: The student will demonstrate an acceptance of the similarities and differences among people

LEVEL: Middle/Junior High

I. Student Outcomes: The student will be able to:

   A. Describe the importance of similarities as well as differences among people.

   B. Demonstrate an appreciation for the similarities and differences among people.

   C. Demonstrate an acceptance and appreciation for the personal uniqueness of others.

II. Potential Activities

   A. Classroom Activities for Teachers and Counselors

      1. "First Impressions" role playing - have each student act out a different character and class guesses behavior (e.g., flirt, clown, snob, etc.).
      2. Start each session with students sharing what is new and good in their life.
      3. Have students pair off with others they don't know and interview each other and introduce their partner to the group.
      4. Design a perfect student using members of your class as parts - everyone must be included.
      5. Play the "Secret Qualities of Me." Have each student list three of their positive qualities on a piece of paper without their name. Collect the papers and read one at random. Who is this in the group? Tell why. If it were this person, what other qualities can we put on their list? Repeat several times.

B. Other Guidance Activities for Counselors

1. Organize a series of small or large group activities to focus on understanding prejudice and racism.
2. Organize sessions on understanding handicapping conditions and handicapped persons.

C. Guidance Activities for the Whole School

Develop a "Someone Special Day." On a regular basis, each student has a chance to teach his or her peers something they are proficient in.

III. Materials and Resources

None

IV. Evaluation

A. The student will be able, in essay form, to describe what makes him/her unique from others.

B. The student will be able to identify three individuals and list five ways he/she is similar and five ways he/she is different.

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE 2: The student will demonstrate competencies and skills in interacting with others

LEVEL: Middle/Junior High

I. Student Outcomes: The student will be able to:

A. Demonstrate concern and respect for feelings and interests of others.

B. Distinguish between self-characteristics and group characteristics in interpersonal relationships.

C. Demonstrate tolerance and flexibility for interpersonal relationships and group participation.

D. Contribute in group activities demonstrating competencies in interrelating with group members.

E. Relate values to the process of interpersonal communication.

F. Discuss alternatives when peer pressures are in conflict with one's value system.

G. Discuss advantages and disadvantages of various life styles.

H. Demonstrate socialization skills.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Identify "helpers" and "killers." Helpers are things or people that make you feel good or special. Play the song "With a Little Help from My Friends." Killers are reverse. List ways to increase helpers and reduce killers.
2. "Group Building" - Divide class in groups of 4 or 5. Give each group a deck of cards. Have them build something in five minutes. Evaluate roles different persons played (leader, follower, suggester, etc.).
3. Social studies - Identify various groups in different cultures, sub-cultures, your community, your school. Analyze what makes groups stay together or break apart. What do people get out of participating in groups? Relate personal experiences.
4. "The String Exercise" from Life Skills for Health, 7-9, p. 19 will help students analyze with a living sociogram how their group functions.
5. Use Chapter III of Caring and Sharing on attentive listening with its explanation of the importance of listening, how to listen attentively, and exercises to improve listening.

B. Other Guidance Activities for Counselors

1. Set up communication labs for students (see "How To" section for sample communication labs).
2. Through individual consultation, modeling, mutual program development, and inservice pass on knowledge of and skill in group process to teachers.
3. Utilize already trained peer helpers to run small group guidance sessions with other students. Also use them as assistants in leading guidance units.

C. Guidance Activities for the Whole School

Conduct a friendship week. During the week, counselors and teachers run classroom sessions on "How We Make Friends" and "What We Look for in Friends." Ask each student to make one new friend and plan an activity with him/her. On the last day of the week, students give reports about their progress.

III. Materials and Resources

A. Caring and Sharing by Robert Myrick and Tom Erney.

B. Life Skills for Health, 7-9, SDPI.

IV. Evaluation

Students will be able to improve their score on the "Improving Skills in Face-to-Face Communication Scale" in Life Skills for Health, 7-9, p. 79, or the "Facilitative Skills Checklist" from Caring and Sharing, p. 154.

TITLE: UNIFIED STATE PLAN FOR GUIDANCE, COUNSELING AND PLACEMENT IN COLORADO GRADES K-6;
UNIFIED STATE PLAN FOR GUIDANCE, COUNSELING AND PLACEMENT IN COLORADO GRADES 7-12;
UNIFIED STATE PLAN FOR GUIDANCE, COUNSELING AND PLACEMENT IN COLORADO POSTSECONDARY
AUTHOR: TERRILL, JERRY; AND OTHERS
PUB. DATE: 1981
LENGTH: 46 PAGES; 67 PAGES; 41 PAGES
ERIC NO.: CG 017 035; CG 017 036; CG 017 037

The state plan for guidance program development in Colorado is written as a guideline and as a needs assessment instrument for identifying areas in local programs that need to be strengthened. The plan is built around three areas: (1) program components; (2) student outcomes; and (3) use of resources. The philosophy of guidance for each level (elementary, secondary, and postsecondary) is presented and guidance and counseling terms are defined. Program components, i.e., counseling, coordinating, consulting and budget, staff, facilities, and professional growth, are presented in chart format which lists goals and objectives for each area as well as needs assessment columns, i.e., "presently doing" and "strengths and weaknesses." Student outcomes for each level are also presented in graph format which allows charting of existing activities related to each outcome, by grade level. The use of the resources area of the state guidance plan deals with business, industry and community involvement in the guidance program. Suggested resources and planning sheets for use in this area are provided.

The first student outcome area from each level is reproduced here.

Elementary:

Student Outcome	Existing Activities Related to This Outcome						
1. Schools will provide students an opportunity to develop positive self-esteem. (Activities will be provided that assist students to: perceive themselves in positive ways and as persons of worth; be capable of accepting self and others; be sensitive to others; be capable of acting on their own best judgement; acknowledge strengths and weaknesses; have various goals.)							
Suggested Activities/Topics:	K	1	2	3	4	5	6
1. Conducting and/or co-facilitating							
1.1 Classroom self-awareness activities (DUSO, The Most Important Person, Tribes, Project S.E.L.F.)							
1.2 Individual self-enhancing sessions							
1.3 Small group self-enhancing sessions (Property, Modeling, Role Playing, Peer Activities, About Me Games, Relaxation Activities, Value Activities, Interviews, Student Contracts)							

Elementary (Continued):

Suggested Activities/Topics:	K	1	2	3	4	5	6
1.4 Parenting sessions/conferences (S.T.E.P., Between Parents/Child, Hide and Seek, T.A., P.E.T.)							
1.5 Staff inservice which promotes (a) the use of self-enhancing resources and strategies, (b) self-enhancing school environment							

Secondary:

PROGRAM COMPONENTS: GUIDANCE

Guidance services should include developmental programs that will enhance the individual's personal competency and personal adequacy. Guidance is both a process and program.

Goals	Objectives	Presently Doing X	Strengths and Weaknesses of the Present Program Goals and/or Objectives
1. Orientation a. of students new to school at beginning of year b. of students new to school throughout school year c. of students to vocational programs available in secondary school and unfamiliar to students coming from elementary schools or other districts or geographical areas d. of students, parents and staff to counseling services	1. Orientation a. to provide a program for beginning of school year to orient groups of students to each other, faculty and staff, facility, rules, curriculum, and individual student schedule b. to provide program to orient individual students to the above at any time during school year c. to provide written information and tours to explain availability of vocational programs d. to provide written information and conference time to discuss counseling and guidance services available		

Postsecondary:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
1. Students will be provided an opportunity to understand the interrelatedness or personal responsibility, regular attendance, good work and study habits, and career/life planning.								
Suggested Activities/Topics:			on-going*	13	14	15	16	Graduate
1. Study Skills								
2. Survey of study styles and relate to achievement								
3. Role play good study situations								
4. Self assessment re: modes of study, etc.								
5. Learn time management								
6. Correlating of attendance and grades to world of work								

*These activities or topics may be offered during any semester/quarter, on a workshop or seminar basis, and/or through supplemental services programs.

Postsecondary (Continued):

Suggested Activities/Topics:	Presently doing?	How do we rate?	on-going	13	14	15	16	Graduate
7. Importance of completing tasks on time								
8. Business/industry speakers								
9. Writing resumes								
10. Shadowing								
11. Role play situations related to positive/negative attitudes								
12. Learn techniques for "selling" oneself								
13. Establish Advisory/Support Group								
14. Student contracts								

TITLE: SUGGESTIONS FOR SURVIVAL FOR COUNSELORS AND OTHER GUIDANCE SPECIALISTS
PUB. DATE: 1982
LENGTH: 33 PAGES
ERIC NO.: CG 017 034
AVAILABILITY: PERSONAL AND CAREER DEVELOPMENT SERVICES
STATE DEPARTMENT OF EDUCATION
STATE CAPITOL BUILDING
721 CAPITOL MALL
SACRAMENTO, CA 95814

This guide, prepared by the Personal and Career Development Service of the California State Department of Education, is written for counselors and guidance specialists as an awareness and strategy development program for the survival of school based guidance programs. A letter of survival hints, including the importance of political awareness, introduces the guide. A true/false quiz on what makes a difference in guidance programs points out areas of effectiveness. Additional survival skills focus on evaluating program effectiveness, checking your own program, developing a career education program, replicating successful practices, initiating new ideas, trying new approaches, publicizing your program, improving your school climate, developing a district guidance policy and using available resources. Within each survival skill area, specific strategies, materials, resources, and programs are provided.

The section of improving school climate is reproduced here.

150 WAYS TO IMPROVE SCHOOL AND CLASSROOM ENVIRONMENT

Specific Suggestions

1. To promote better student attendance -- (15 ideas) --
    - Initiate a positive school-wide staff development program to improve school and classroom climate.
    - Remove or reduce student participation fees.

- Re-evaluate district attendance policies; change punitive policies if necessary.
- Improve the physical appearance of the school campus.
- Strive to reduce the pupil-adult ratio, if possible.
- Make high school courses more relevant for students not planning to go to college.
- Reduce sources of friction between racial or ethnic groups on campus.
- Increase counseling for students with learning disabilities.
- Use more adults in the classroom, as volunteers, aides, paraprofessionals, teachers, etc.
- Emphasize higher expectations for learning, especially among minority group students.
- Make it possible for qualified students to take college courses while still in high school.
- Make high school courses more practical and up-to-date.
- Provide appropriate counseling with truant students.
- Use more positive incentives; give recognition or rewards for high attendance.
- Discuss serious truancy problems with students' parents.

2. To have fewer student suspensions -- (9 ideas) --

   - Change unfair and authoritarian administrative practices.
   - Abolish oppressive school policies (corporal punishment, dress codes, etc.).
   - Re-evaluate relation between truancy and suspension practices; avoid using suspension as a punishment for truancy.
   - Develop realistic school regulations about student smoking.
   - Substitute in-school detention as a means of discipline, rather than suspension from school.
   - Reserve suspensions for only the most serious troublemakers.
   - Use more alternatives to suspension, such as continuation school, detention centers, restitution programs, "time-out" rooms, "systematic exclusion" programs, and parental referrals.

- Require a parent conference prior to every suspension.
- Examine district suspension policies regarding penalties for minor offenses, such as discourteous conduct, defiance of authority, disobedience, smoking, possession of tobacco, or vulgarity.

3. To have fewer student expulsions -- (3 ideas) --

- Establish a specific reinstatement program to accompany every student expulsion before it is initiated.
- Require that a counselor monitor every expulsion and report the student's progress to the district superintendent.
- Review district expulsion policies regarding penalties for major offenses, such as abuse of personnel, assault, battery, threatening teachers, or damaging school property.

4. To have fewer dropouts -- (8 ideas) --

- Increase the counseling and guidance services available to all students.
- Make the curriculum more relevant to students' needs.
- Include more adults in classroom instruction activities.
- Emphasize systematic instruction, with lots of positive reinforcement.
- Establish means for qualified students to graduate early from high school (in 3 years instead of 4).
- Reorganize or restructure the "tracking" system used in grouping for instruction.
- Eliminate the assessment of fees for participation in school activities.
- Amend school or club rules or procedures that segregate or isolate minority or low-income students within the school program.

5. To decrease the incidence of violence -- (12 ideas) --

- Increase the psychological services to students with learning disabilities.
- Establish a positive preventive program to counteract conflict and violence, including provisions for isolating troublemakers, negotiating, and using parents, police, and community leaders.
- Apply discipline evenly and fairly to all students.
- Adopt practical means of keeping "outsiders" and non-students off campus, especially in secondary schools.
- Improve communications between the school and everyone involved; make sure everyone knows what is going on in the entire school community.
- Keep overcrowding to a minimum; schedule student activities to avoid long lines to use cafeterias, restrooms, or lockers.
- Involve more community people in school policy-making.
- Make your school buildings and grounds appear more "friendly" and less formidable.
- Give as much daily attention to each student as possible.
- Provide more opportunities for minority-group and disadvantaged students to participate in all school programs.
- Provide more group counseling, especially to students with problems.
- Use appropriate preventive measures, such as school police officers, diversionary schools, student advisors, learning centers, law courses, and home contacts.

6. To decrease the amount of vandalism -- (7 ideas) --

- Replace obsolete school facilities and equipment.
- Reorganize the school into smaller sub-units.
- Clean up school buildings; maintain adequate facilities.
- Replace outdated or worn-out science and physical education equipment.
- Spruce up the school grounds and landscaping.

- Involve students in school security patrols.
- Improve the physical school plant, by such things as adding student lounges or "rap" rooms, removing fences, using student-designed murals and displays, rerouting traffic in hallways, and redecorating restrooms.

7. To decrease the incidence of school theft -- (3 ideas) --
   - Establish better coordination with local police and other community agencies.
   - Take greater precautions against theft, such as marking all valuable equipment and property.
   - Remove or reduce student participation fees; make school involvement "free" to all students.

8. To promote better student attitudes toward school -- (7 ideas) --
   - Establish a guidance curriculum and classroom courses that emphasize pupil success and achievement.
   - Provide realistic experiences for noncollege-bound students.
   - Avoid faculty favoritism toward "student government cliques."
   - Emphasize the role of the counselor as a "student advocate."
   - Use more small-group instruction, whenever possible.
   - Promote school activities that give the student a sense of belonging.
   - Be honest; when minor disturbances do occur, don't cover them up.

9. To promote better student self-concepts -- (3 ideas) --
   - Expand group counseling activities that develop students' self-esteem and positive attitudes.
   - Provide inservice training for teachers and staff in methods of developing positive self-images in students.
   - Emphasize positive reinforcement in everyday classroom activities; include activities that provide student recognition.

10. To improve students' attitudes toward others -- (4 ideas) --

- Expand counseling programs, to include more peer and group activities (such as "T.A. for Teens," etc.).
- Increase communications among students of different backgrounds.
- Provide more activities that enhance intergroup relations.
- Include more adults in secondary school activities, especially adults as fellow students.

11. To decrease staff absenteeism -- (13 ideas) --

- Conduct a survey of staff needs, concerns, and interests.
- Assign staff members to work in areas in which they are most interested and concerned.
- Increase the "ownership" that teachers have over school programs.
- Require staff input and cooperation on such issues as: student discipline policies, ordering and sharing supplies, articulation between grade levels, homework, report cards, grading, reports to parents, and supervision of students outside of class.
- Give school personnel more control over their use of time.
- Establish cooperative staff approaches to solve school problems.
- Focus on attainable short-range objectives, rather than broad long-range goals.
- Recognize success immediately; publicize positive results in discipline, attendance, learning activities.
- Include announcements of progress in each staff meeting.
- Share staff experiences that are producing success with students.
- Emphasize activities that bring staff members closer together and help them work more effectively with each other.
- Develop a mutual "support system" that allows staff members to help each other get what they want.
- Arrange activities so that teachers and others can meet to plan on school time.

12. To decrease requests for transfers -- (14 ideas) --

- Initiate a positive systematic program to improve school morale; build the group.
- Attend to "little things" that affect staff morale, such as clerical help, time for planning, fewer interruptions, adequate supplies, working space, parking.
- Recognize outstanding teachers for their skills, interest, and enthusiasm.
- Allow teachers to be creative regarding school and classroom management.
- Examine means of making school routines more interesting.
- Recognize the entire staff publicly for positive performance.
- Keep the staff well-informed at all times.
- Emphasize the need for teachers who understand and care about students.
- Eliminate "busywork" and administrative paperwork as much as possible; relate classroom activities to expected student outcomes.
- Create a sense of "belonging" within the school staff.
- Provide adequate school facilities and equipment.
- Maintain consistent and fair student discipline policies.
- Recognize the contributions of staff members who are sensitive to the needs of students.
- Select principals who possess good counseling skills.

13. To decrease staff resignations -- (5 ideas) --

- Assign staff members to represent the student population of the school, economically, ethnically, and racially, if possible.
- Provide opportunities for staff personnel to get to know one another, personally, and socially.
- Give principals more authority in hiring teachers, assigning staff, and placing people where they would be most qualified and successful.

- Screen teachers according to their talents, skills, needs, and competencies.
- Provide more inservice training programs in such areas as classroom management, group dynamics, cultural differences, and improving group-process skills (involvement, communication, problem-solving, use of time).

14. To improve services to students -- (8 ideas) --

- Expand career guidance activities for high school students.
- Provide more effective counseling programs, including specialized counselors, intensive help when needed, elementary guidance, adequate facilities, availability before and after school, regular home visits, and more bilingual and minority counselors.
- Increase pupil services to schools in lower socioeconomic areas.
- Develop more innovative activities and courses.
- Improve communications to students from school staff, administrators, parents.
- Provide more personal counseling on such problems as drugs, alcohol, and smoking.
- Acquaint students with penalties for criminal offenses.
- Expand reading improvement programs for students with reading problems.

15. To improve services to parents -- (9 ideas) --

- Improve communications to parents from students, staff, and administrators.
- Increase the number of parent conferences, open house programs, and home visits.
- Establish multicultural education programs for parents.
- Send regular reports to parents on school happenings.
- Recognize parents for their interest and involvement in school activities.
- Make the school principal more available to parents.

- Invite parents to school for informal visits.
- Establish school site advisory councils that are broadly representative of each school community.
- Offer appropriate parent education courses, in such areas as preventing drug and alcohol abuse, setting achievement goals, and improving work habits and school behavior.

16. To improve services to administrators -- (3 ideas)

- Increase communications to administrators from students, parents, school staff, and the community.
- Use advisory groups to provide community feedback on administrator's performance.
- Expand pupil personnel services to include more consultation to administrators from school psychologists, counselors, nurses, social workers, and child welfare and attendance workers.

17. To improve services to other school personnel -- (6 ideas) --

- Establish procedures that enable teachers to be more creative and innovative.
- Make the school principal more visible and available to the school staff.
- Provide more contact between school personnel and parents and students.
- Establish regular and continuous inservice training programs for the school staff in such areas as classroom management, change agents, and the use of positive reinforcement.
- Hire the most friendly and capable school secretaries you can find.
- Provide for adequate program evaluation and research.

18. To involve students in decision-making -- (7 ideas) --

- Use students as advisors to the Superintendent; establish a Youth Forum or similar regular advisory group.

- Use students' suggestions for making the curriculum more responsive to students' needs.
- Include students in all major aspects of school operations, beginning in elementary schools.
- Expand students' lines of communication to the school faculty and administration.
- Provide regular means for students to express their concerns to district administrators.
- Give students appropriate power and authority; allow for student input and influence on decisions and regulations that affect them.
- Develop and publish policy statements regarding "Students' Rights and Responsibilities."

19. To involve parents in decision-making -- (6 ideas) --
    - Make better use of school advisory contacts and groups.
    - Encourage parents to share their views on home and cultural values.
    - Provide means for parents to be more involved with student activities at school.
    - Insist on broad community involvement in school policy-making and governing.
    - Improve communications from parents to administrators and staff.
    - Consider parents' opinions and advice in deciding such issues as student activities, use of volunteers, implementing curriculum changes, using community resources, and parent involvement in the classroom.

20. To involve administrators in decision-making -- (5 ideas) --
    - Give school principals more authority to run their schools.
    - Improve communications from principals to the Superintendent and school board.

- Remove restrictions against hiring community people as paraprofessionals.
- Encourage administrators to regard student activism as a positive force, to be used constructively.
- Permit school administrators to become more actively and directly involved with students and programs.

21. To involve other school personnel in decisions -- (6 ideas) --

- Include entire school staff input in making decisions.
- Give teachers a bigger voice in governing their schools.
- Include more classified personnel in staff meetings.
- Provide for more direct contact between counselors, psychologists, and other specialists and school administrators and board members.
- Involve more school personnel in working directly with students.
- Improve [illegible] from staff members to administrators.

SECTION II: GUIDANCE AND COMPUTERS

Introduction

Computers are now common in nearly every area of daily living. In business, industry, and education they play an ever increasing role. Is there a place for computer technology in the field of counseling and guidance? In the area of career planning the answer is a definite yes. Computers provide easy access to extensive information, and that information can be readily and quickly updated. Numerous computer-assisted career guidance systems (CACGS) are currently in use. The following section provides a basic introduction to the general area of computer-oriented guidance, as well as a closer look at some of the more commonly used systems.

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TITLE: COMPUTERIZED SYSTEMS OF CAREER INFORMATION AND GUIDANCE:
A STATE-OF-THE-ART
AUTHOR: JACOBSON, MARILYN D.; GRABOWSKI, BARBARA T.
PUB. DATE: 1981
LENGTH: 37 PAGES
ERIC NO.: ED 210 552

The need for timely, accurate, and locally relevant career information has been escalating. Within the last 15 years, computer-based systems have been developed that put occupational descriptions, labor market information, plus education, training, and financial aid information into formats usable by students and adults in school and nonschool settings. The proliferation of systems marketed competitively, the increasing depth and breadth of information available, plus the sophistication of the guidance aspects of systems have produced a consumer's dream, but also a major dilemma. Selection of a system for a statewide or substate unit that corresponds to the particular needs of the targeted constituency requires thorough knowledge of the prospective users'. characteristics, material and human resources available, hardware capacities, software content, and hardware/software compatibility. Various computer-based occupational information delivery systems are described in this paper, comparisons are made, and systems selected by various states are discussed.

Portions of the paper are reproduced here.

Introduction

The term "career information system" has been used in the literature to refer to all types of systems--print, microfiche, batch-process, online information and/or guidance. The term as used here refers to computer-based systems primarily and to online information and/or guidance systems in particular.

Categories of Systems

The use of the computer by counselors in career guidance is a relatively recent phenomenon; only in the last fifteen years or so have systems been developed which allow usage by large numbers of youth and adults. Even so, some thirty systems have been designed, partially and/or fully developed.

Some of these career information systems involve automation of the guidance philosophy and techniques of the counselor. Other system designers have analyzed the end goals of the counseling process and have sought to design a program which would accomplish these goals by making maximum use of the computer's capabilities. Some systems deal only with educational and occupational information, while others encompass values clarification and the decision-making process. Some systems provide direct access to the computer via a typewriter-like keyboard or cathode-ray tube (CRT) terminals, while others require the use of an optically-scanned questionnaire as an access mode to the computer.

Computer-based systems can be divided into three general categories: batch-process systems, online career information systems, and online career guidance systems.

The following discussion describes these three types of computer-based career information systems. In addition, a widely-used category of noncomputer systems is discussed.

Batch-process systems. Batch-process systems normally consist of a large CPU (central processing unit) in one location that stores data files of occupational characteristics, descriptions of colleges and universities, and sources of financial aids. Typically, the user of the system completes a form, indicating and prioritizing the characteristics desired in an occupation, a college or financial aid. Some systems use a person's ability and interest test scores as well. These forms are sent to the computer site where the user-provided information is punched onto cards or run through an optical scanning device and processed. The user later receives a printout which states the occupation or occupational patterns that match his/her characteristics and similarly lists relevant

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colleges or other training and education information. Although the user is not in direct communication with the computer and feedback may be delayed up to two or three weeks, this type of system assists individuals in the decision-making process by using a computer to search large data files and identify options.

Online career information systems. Once remote communication with the computer mainframe was allowed via phone lines or cables and terminals, online career information systems emerged. In these systems, large data files are stored in the computer with the user given instant access to them through remote terminals. Interactive dialog was developed in order to provide immediate communication between the computer and the user. With online career information systems, users are provided the capability of fast retrieval of large data files as well as sophisticated file searches; this allows them to control the addition and deletion of personal and occupational characteristics. Users are provided the opportunity to explore many options, recycle through search strategies using various characteristics and consider different options based on these characteristics. Two important attributes of online systems are that the user communicates directly with the computer and has a high level of control over its functions.

Online career guidance systems. The third category of system, online career guidance, harnesses the computer to assist individuals in better understanding the elements of career decision-making. In addition to providing the functions of the previously-described online information system, these systems add components which traditionally have been part of one-on-one or group counseling, for instance, clarification of values. These guidance components are grounded in the theoretical foundations of Tiedeman, Katz, Super, and Holland, among others. They attempt to present a systematic approach to the career decision-making process. Such systems have given emphasis to the teaching of a decision-making process which can be used in subsequent career transitions.

Furthermore, these systems are capable of storing and retrieving information about their users, allowing continuity in the use of the system. This information can include grades, interests, values, skills and test scores, as well as a record of system modules the user has completed.

Noncomputer systems. One of the earliest and most widely used career information systems is a print and microfiche/microfilm system called VIEW. The name VIEW is not copyrighted and the various VIEW materials in approximately 35 states are not produced, distributed or controlled by a central organization. Generally, VIEW materials consist of a deck of microfilm aperture cards. Each card contains four typed and/or illustrated pages of information. The cards are inserted into a viewing machine which may have the ability to make printed copies that the user can take away.

Categories of Computer-Based Career Information Systems

Type	Systems	Common Characteristics
Batch-Process • information storage and retrieval	SEARCH VIP VOCOMP	• user has no direct contact with the computer • User completes a questionnaire with the desired characteristics of an occupation and/or a school • a list of schools and/or occupations with the desired combination of characteristics is printed • least expensive way of using a computer to provide career guidance information by utilizing existing CPUs

Type	Systems	Common Characteristics
Online Career Information • online information storage and retrieval	CHOICES CIS COIN CVIS ECES GIS SCAD	• interactive, structured interviews between user and computer • sophisticated search strategies which allow: constant knowledge of the effect of each choice made, opportunity to erase former choices and redo searches with different sets of characteristics
Online Career Guidance • online systems that deliver significant guidance content beyond career information	DISCOVER EXPLORE SIGI	• provides: capability for computer-assisted instruction; simulation exercises in areas of values clarification, decision-making and classification of occupations • assistance in assessment of current status of career development • online administration and interpretation of testing instruments

Systems

Acronym	System Name	Developer/ Representative
AEL	Appalachia Educational Laboratory (print system only)	McKnight Publishing Co. Bloomington, Illinois
CHOICES 1976	Computerized Heuristic Occupational Information and Career Exploration System	Phillip S. Jarvis Canada Systems Group Ottawa, Ontario

Acronym	System Name	Developer/ Representative
CIS 1969	Career Information System	Dr. Bruce McKinlay University of Oregon Eugene, Oregon
COIN 1978	Coordinated Occupational Information Network	Dr. Rodney Durgin COIN, Inc.
CVIS 1967	Computerized Vocational Information System	Carol M. Rabush CVIS Distribution Center Western Maryland College Westminster, Maryland
DISCOVER 1976		Dr. Joann Harris-Bowlesbey DISCOVER Foundation, Inc. Westminster, Maryland or IBM Corporation White Plains, New York
ECES 1966	Educational and Career Exploration System	Dr. Alva E. Mallory, Jr. Genessee Intermediate School District Flint, Michigan
EXPLORE 1980		Dr. Joann Harris-Bowlesbey Mr. Charles Maloy Towson State University Towson, Maryland
GIS III 1971	Guidance Information System	Linda Kobylarz Timeshare Corporation West Hartford, Connecticut
SCAD 1979	Student Career Assessment and Determination	Laurence G. Lloyd Evaluation Techniques Consortium Chatsworth, California

Acronym	System Name	Developer/ Representative
SEARCH 1970	System Exploration and Research for Career Help	State of Oregon Employment Division Department of Human Resources Salem, Oregon
SIGI 1972	System of Interactive Guidance and Information	Dr. Martin R. Katz Educational Testing Service Princeton, New Jersey
VIEW 1970	Vital Information for Education and Work	Center for Career Development Services Florida Department of Education Tallahassee, Florida
VIP 1976	Vocational Information Program	John Cripe Joliet Junior College Joliet, Illinois
VOCOMP 1978		Gary and Marjorie Golter Innovative Software Woodland Hills, California

TITLE: COMPUTERIZED CAREER INFORMATION AND GUIDANCE SYSTEMS.
INFORMATION SERIES NO. 178
AUTHOR: CLYDE, JOHN S.
PUB. DATE: 1979
LENGTH: 71 PAGES
ERIC NO.: ED 179 764

This review of computerized career information and guidance systems begins with a discussion of the increase in computer systems in daily life. Part 2 examines the emergence of a national career information system program. The development of computerized systems that assist in career decision making is described in Part 3. Part 4 provides descriptive information on leading computerized systems, comparing such elements as effectiveness, user populations, marketing services, and others. Part 5 reviews the literature on system research and evaluation for the following populations: junior/senior high school students, postsecondary students, and nonschool adults. The review also contains charts illustrating the various elements of the different systems. Appended materials include proposed standards and self-evaluation guides for system assessment and a list of systems publications.

The systems descriptions charts are reproduced here.

SYSTEMS DESCRIPTIONS

Systems	Variables Data/Developer or Representative	Settings Used
CIS (Career Information System)	1969 (OIAS) Dr. Bruce McKinlay, Oregon CIS, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403	Secondary schools; Voc/Tech & Comm. Coll.; 4 year colleges/corrections CETA Voc. Rehab. and others
CHOICES (Computerized Heuristic OCC. Info. and Career Exploration System)	1976 Phillip S. Jarvis Canada Emp. & Immigration Commission, 5th Floor, Phase IV, Place du Portage-Hull, Quebec, Canada	Employment offices; some high schools, community colleges and universities
COIN (Coordinated Occupational Information Network)	1978 Dr. Rodney Durgan COIN, Inc., 1230 West Wooster, Bowling Green, Ohio 43402	Secondary schools, CETA, Voc. Rehab. and others
CVIS (Computerized Vocational Information System)	1967 Carol M. Rabush CVIS Distribution Center Western Maryland College Westminster, Maryland 21157	Secondary schools, 2 & 4 year colleges
DISCOVER	1976 Dr. JoAnn Harris-Bowlesbey, DISCOVER Foundation, Inc., Towson State University, Towson, Maryland 21204	Secondary schools, 2-4 year colleges
GIS III (Guidance Information System)	1971 Linda Kobylarz TimeShare, 630 Oakwood Avenue, West Hartford, Connecticut 06110	Secondary schools, Voc/Tech. schools, CETA. Corrections, 2-4 year colleges, Voc. Rehab., and others

Systems	Variables Data/Developer or Representative	Settings Used
SIGI (System of Interactive Guidance and Information	1972 Dr. Martin Katz Educational Testing Service Princeton, New Jersey 08591	2-4 year colleges, some high schools, manpower office private counseling

Systems	Assessing Strategy(s)	Information Components
CIS	Structured Search: Quest 21 user preferences or any combination	OCC File(s): local OCCs (numbers vary between states); preparation; bibliography. Educ. File(s): training programs, colleges & Tech/Voc. Schools (local). Other Files: high schools, visit, summer jobs, and employer.
CHOICES	Structured Search: *Explore* 150 user selected variables. Direct Access: To any file anytime; *Specific* info. on chosen OCC; *Compare* requirements for 2 or 3 OCCs; *Related* OCCs to use selected occupation. Offline: Choices travel guide; self-directed search; GATB & Canada interest test.	OCC File: 1,100 primary OCCs (OCCs localized into 12 provincial data files). Institutional File: all public postsecondary institutions in Canada; 47,500 unique training programs.
COIN	Structured Search: user created OCC *Profile*; college search. Direct Access: to any file any time; self-directed search.	OCC File: 280 OCCS (national data); capability of inserting local wage & outlook data. Edu. File(s): college majors; 2 & 4 year colleges; apprenticeship. Other Files: military, school subjects.
CVIS	Structured Search: compares student preferences to Holland's classifications; college search. Direct Access: to any file any time.	OCC File: 430 OCCs (national data). Edu. File(s): 1600 institutions in college search file. Other(s): military script.

Systems	Assessing Strategy(s)	Information Components
DISCOVER	Guidance Process: learning modules on values, interests & competencies, decision making, career planning, grouping OCCs, and job search. Direct access Module #6 "Getting Info. about OCCs."	OCC File: 450+ OCCs (national data). Educ. File: 1,000 2 year colleges; 1,100 tech. schools; 600 graduate schools; 450 military training programs; financial aid; apprentice.
GIS-III	Structured Search: user selected variables. Direct Access: not reported.	OCC File: 850 OCCs (national data); several state files. Educ. File(s): 1600+ 4 year colleges; 1400 2 year colleges; graduate schools. Other Files: job bank; armed services; scholarship & career resource.
SIGI	Guidance Process: *Values* clarification extensive (10 OCC Values examined): *Locate* relates values to OCCs; *Compare* OCCs on various topics; *Strategy* matches values, OCCs and predictions. *Prediction* or college programs (must be localized; *Planning* relates training to OCCs (must be localized).	Educational File: national data.

Systems	Other Languages	Other Features
CIS	No	Extensive information development at state level; implemented in wide range of settings as a statewide information system (8 states)
CHOICES	French (Spanish and German to be added)	Very flexible accessing OCCs
COIN	No	---
CVIS	No	Very flexible accessing OCCs or colleges
DISCOVER	No	Entry module for new users; online evaluation component extensive assistance with values, decision making, and career planning
GIS-III	No	Implemented in wide range of settings and in several states (GIS-III version)
SIGI	No	Extensive assistance with understanding values; EDUNET computer network (to be added)

Systems	Job Search	Varied Media
CIS	Refers user to employment services	Needle--sort cards (Quest); printed OCCs & educational information, and microfiche
CHOICES	Compatible with Canada's METRO Order Processing System (job bank)	Print OCCs
COIN	South Carolina job bank to be added	Microfiche
CVIS	Some CVIS versions tied to local job banks	No
DISCOVER	Local jobs module leads to local information or job employment services, job bank, job search information, resume and interview information	No
GIS-III	No	Microfiche
SIGI	No	No

ADMINISTRATIVE INFORMATION

Systems	Recommended Staffing	Reading Level
CIS	Paraprofessional or clerical assistance or independent use	---
CHOICES	Counselor mediation for optimal results; independent usage possible	---
COIN	Not reported	---
CVIS	Counselor mediation recommended; independent use possible	6th grade
DISCOVER	Paraprofessional on standby	H.S. level--8th or 9th grade. College/adult level--11th or 12th grade
GIS	Paraprofessionals, student assistant, volunteers, assistants	---
SIGI	Independent use; or linked to career development courses, counselor interviews	8th grade

TITLE: EXPLORATION OF CAREER INFORMATION DELIVERY SYSTEMS VIA COMPUTERIZATION
AUTHOR: MOORE, ROD; AND OTHERS
PUB. DATE: 1981
LENGTH: 40 PAGES
ERIC NO.: ED 203 910

This monograph presents information in a variety of formats on seven computerized career information systems: (1) microcomputers, which have the advantage of low cost, amenability to the production of locally generated databases, and portability; (2) the Coordinated Occupational Information Network (COIN); (3) the Computerized Vocational Information System (CVIS); (4) the DISCOVER II program for microcomputers; (5) the Computerized Educational and Career Information Link (CECIL); (6) the Guidance Information System (GIS); and (7) the System for Interactive Guidance and Information (SIGI). In addition to individual descriptions of each system, a chart is provided, which compares these systems with respect to what kinds of information are included: cost of the software and hardware; how the system groups occupations (e.g., by values, interest, Dictionary of Occupational Title numbers, or Holland Codes); the number of occupations listed in the system; and how often the system is updated. Two additional articles are also included: Vince Landau's description of how Kansas Wesleyan College uses a microcomputer in listing teacher vacancies, career planning, computer-assisted instruction, and providing career information; and Sue Captain's discussion of the advantages of housing a Career Information Center in the college library.

Information for the COIN, DISCOVER II, and SIGI systems are reproduced on the following pages.

The Coordinated Occupational Information Network (COIN) is a complete and comprehensive career information system which delivers in-depth information on over 1450 jobs through six annually revised files:

I. Occupational File - describes major occupations and their specialties. Each occupational description has information on:

Nature and Duties of Occupation
Worker Conditions
Worker Requirements
Tools, Equipment and Materials Used
Wages and Fringe Benefits
Employment Opportunities
Advancement Opportunities
Job Outlook and Methods of Entry
Education/Training Requirements
Sources of Additional Information

II. Schools Subjects File - a broad, cross-reference file relating all common high school subjects useful in career preparation to specific COIN occupations. Essential for career infusion in the classroom. Used constantly by counselors and teachers.

III. College Major File - descriptions of related postsecondary education and training programs. Information on the purpose, basic courses, typical entrance requirements, and the names of all the specific schools offering each program is presented.

IV. School File - descriptions of two-year and four-year public and private universities and colleges. COIN has data on the type, size, and location of school, cost, admission requirements, calendar system, financial aid and all majors offered by each school.

V. Apprenticeship File - descriptions of national apprenticeship training programs related to COIN occupations. How to apply, state and Federal contact agencies, program content and length, including what is learned in the classroom and on the job, are all provided.

VI. Military File - descriptions of military occupations and training opportunities which relate to COIN's civilian occupations. Questions on branch of service, military job titles and rating numbers, and duties are all answered.

The COIN program is available in two different, but compatible, formats. Either format will encourage users to explore occupational possibilities. An agency may choose microfiche format, interactive computer format, or both. Either system offers the same information to users of COIN.

Microfiche Format: With the microfiche, a user can answer questions about an occupation or its training programs in seconds by referring to any of the six information files. The appropriate microfiche is located simply and inserted in the reader or reader/printer. The user has instant access to seven pages of information on each occupation but also to specific information on related education and training requirements.

A new microprocessor software program has been developed to enhance the capabilities on the microfiche format. Currently available for use on the TRS 80 Model 1, Level 2 and the TRS 80 Model III, this program will soon be available for the Apple II Plus computer. With the microprocessor enhancement, users are able to sort and search electronically for occupations and colleges which satisfy specific user criteria. When the occupation or college has been identified, the user is referred to the appropriate micorfiche location for a detailed description.

Computer Format: Access is gained to the computer system by means of telephone lines. The typewriter-like terminal is connected to the computer by dialing an assigned phone number, and typing in a code word. The computer then asks a series of multiple-choice or yes-no questions; the user responds with personal choices, usually requiring a single keystroke. In a few moments, all the information requested by the user is printed out to study and discuss at leisure.

The COIN computer program has internal programming features that make the system usable by the consumer--students, CETA clients, rehabilitation users--without specialized training. No complicated coding is required. The COIN computer program has been developed with a "transparent data base," which allows users to shift from file to file without constant recording or coding. In addition, once a user selects a particular occupation to explore, all information presented from then on (regardless of which file the information is in) will relate to that specific occupation, until a different occupation is selected.

The COIN computerized College Search program provides the user with a list of two- and four-year schools that match the variables most commonly used by individuals when selecting a college or university. The computer provides a summary of general information, admission requirements, financial aid, housing, and curriculum information for over 3000 schools nationwide.

All of COIN's computerized data files are segmented. This means the user may select only the data important to him/her. Thus a user can go into the details of "employment, outlook, and earnings" of a job, or just explore the "nature" of the job without all the detail that may be crucial to someone else. The easy-to-use multiple choice and yes-no questions allow the user to specify the particular data desired. Most responses require only single keystrokes by the user, reducing the chances of error.

The COIN Computerized Guidance System and the COIN Microfiche System both use the same index. In addition, the computerized system is cross-referenced to the microfiche data base, and vice versa. Also, COIN has been thoroughly cross-referenced with the Worker Trait Group Index developed by the Appalachia Educational Laboratory and published by McKnight Publishing Company. In this way, maximum efficiency in usage can be guaranteed.

The COIN computerized system permits addition of local wages, local outlook, and local training program data. This can be updated on-line as required. The COIN computer program automatically integrates this local data with the national data. Locally gathered information can also be integrated into the COIN Microfiche System.

COIN is comprehensive, easy to use, flexible, and the most cost-effective of all career information systems. COIN is a welcome addition to any guidance or counseling effort.

(Verbatim from Advertising Literature)

DISCOVER II FOR MICROCOMPUTERS

DISCOVER II is a computer-based career guidance and information system modeled after the original DISCOVER in content and career development process. The data files and search strategies are similar to those in the original system.

DISCOVER II runs on a variety of micro- and mini-computers which will support up to 128 concurrent users, depending upon the hardware configuration employed at your site. The cathode ray tube terminal is replaced by a color television monitor. This device will handle both text and pictures. DISCOVER II utilizes the powerful capability of color and graphics. Instructional and simulation material has been greatly reduced. Some additional access strategies to occupations have been added. DISCOVER II will be enhanced by the addition of a videodisc player and videodisc displaying pictures of work tasks and work settings of more than 400 occupations and of the campuses of four-year colleges and universities. The option will become available incrementally over the next three years.

DISCOVER II contains four distinct sections:

SELF-INFORMATION

Assessment of Interests

This module contains the on-line administration of the ninety-item Uniact IV [(C), American College Testing Program, 1978]. When the user completes all items, the computer scores the instrument and interprets it in two ways: recommended regions on the World of Work Map and a Holland Code. A list of occupations for exploration is provided for each interpretation.

Assessment of Aptitudes

Users evaluate themselves on a 1-5 scale in several aptitude areas which relate to job performance. These areas include Verbal Reasoning, Numerical Ability, Mechanical Reasoning, Abstract Reasoning, and Clerical Speed and Accuracy. DISCOVER II identifies and lists occupations which require the user-selected ranges and combinations of aptitudes.

Assessment of Work Values

Users take Super's Work Values Scale [(C), Work Importance Study, 1980] on-line. DISCOVER II lists occupations which relate to values identified by the user as having high importance.

Summary of Self-Information

If more than one module has been completed, the system provides a summary of self-information and of the occupations related to it.

STRATEGIES FOR IDENTIFYING OCCUPATIONS

Interests

If the user has taken Uniact IV, the computer reviews the scores and provides a list of related occupations. The user may also enter scores from this inventory and others--such as the Self-Directed Search, Ohio Vocational Interest Survey, the Strong-Campbell, and the Kuder--DISCOVER II will identify appropriate occupations.

Aptitudes

The user enters percentile scores from off-line administration of the Differential Aptitude Tests, the General Aptitude Test Battery, the Armed Services Vocational Aptitude Battery, or the Career Planning Program (ACT). Using scale scores from any of these instruments, the computer identifies occupations for which the user appears to have aptitude.

Work Values

By brief self-assessment of Super's work values, the user receives a list of occupations which have potential to fulfill the selected values. If the user has taken the instrument in Section I, the system recalls and reviews these selected values and provides an appropriate list of occupations.

Occupational Characteristics

This search allows the development of a list of occupations by any combination of 10-15 occupational characteristics, including salary level, educational entry level, types of work environment, amount of travel, and amount of pressure on the job.

Majors and Programs of Study

This strategy allows a user to select either a two- or four-year college major or a high school subject matter area. The computer then identifies related occupations.

Summary

If more than one strategy has been used to identify occupations, a summary will be provided which lists all occupations and the search variables which produced them. The user can then find those occupations which meet more than one set of self- or environmental variables. The system also allows the user to enter the code number of specific occupations and find out why they have not appeared as a result of search strategies.

OCCUPATIONAL INFORMATION

Browse Mode

This module teaches the World of Work Map [(C), American College Testing Program, 1978], utilizing the full color and graphic capability of the system. The user may then browse occupations by the World of Work concepts: dimensions (data, people, things, ideas, and combinations thereof) and job families. Lists of occupations in each dimension or job family are provided, along with short descriptions of each occupation.

Detailed Mode

The user can select any of twenty-one possible questions about each occupation on his/her accumulated list and receive an answer. Pictures of work tasks and environments will be added on a videodisc which will be triggered automatically by the computer.

SEARCHES FOR EDUCATIONAL INSTITUTIONS AND JOBS

Four-Year College Search

This module allows the user to enter a combination of variables desired (location, size, cost, major fields, admission selectivity, etc.) and identify four-year colleges which have these characteristics. Displays of information about each college are also available. At a later time videodiscs which show campuses and unique features of colleges can be added to the system.

Two-Year College Search

Users search a file of two-year institutions in their state to identify those which have desired characteristics.

Technical/Specialized Schools Search

This module assists users to identify proprietary schools within their state which have desired curricula.

Job Bank

This module assists users to identify entry-level positions which are available or local employers which typically have job openings. Use of this strategy requires that each local site develop a local job data file.

System-Wide Functions

The DISCOVER II system has the following system-wide capabilities: (1) storage of a unique user record which keeps track of past uses of the system; (2) ability to print any display at user's discretion; (3) ability to "back up" as many as three displays, including the "erasing" of variables already selected; (4) ability to exit from any display and sign off or branch to another part of the system; (5) an author language to allow the modification or addition of material at the local level.

SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI)

The SIGI is at Lynchburg College and connects to Tri-College Computer Center. Lynchburg College schedules students in blocks of 1 1/2 hours each for three sessions.

SIGI includes six systems that you can use in making career decisions:

System	What Student Does	Step in Decision-Making Process
(1) Values	Examines 10 occupational values and weighs the importances of each	Find out what you want

System	What Student Does	Step in Decision-Making Process
(2) Locate	Puts in specifications five values at a time and gets lists of occupations that meet the specifications.	Find out where you can get what you want.
(3) Compare	Asks questions and gets specific information about occupations of interest.	Get information for judging the advantages and disadvantages of your options. Narrow down your list of options.
(4) Prediction	Finds out probabilities of getting various grades in key courses of programs that prepare for occupations.	Assess the probabilities of success for each option.
(5) Planning	Sees the steps to be taken to prepare for an occupation, including the program at the local college.	Plan a course of action for each option.
(6) Strategy	Evaluates occupations in terms of the rewards they offer and the risks of trying to enter them.	Apply a rational decision-making strategy to occupation choice.

Occupational Values:

money
prestige
independence
helping others
security
variety
leadership

work in your main field of interest: (personal contact, scientific, technological, verbal, aesthetic, administrative)
leisure time
early entry (how much time are you willing to give to education?)

TITLE: CIS IMPLEMENTATION HANDBOOK
AUTHOR: STEWARD, NAOMI; WILES, JEFF
PUB. DATE: 1978
LENGTH: 295 PAGES
ERIC NO.: ED 187 855

This handbook for school and agency staff presents information on implementing a Career Information System (CIS). Section 1 describes the content, format, and use of CIS information files. Each type of file is discussed individually and sample printouts are included. Section 2 provides materials on QUEST, the twenty-one question process by which the CIS user constructs an individual profile by expressing work/job preferences that are matched to an individualized list of occupations. Section 3, site coordination, discusses: standards for CIS use, publicizing CIS, involving faculty, CIS and the guidance process, utilizing paraprofessionals and student aides, career resource centers, CIS statistical package, and troubleshooting. Additional resources provided in Section 4 include a glossary and resource lists compiled by Seattle Public Schools, including student reference materials, reference books for students, professional reference, and kits and sets. The final section, amounting to over one-half of the manual, consists of learning activities developed by users or site coordinators for implementing CIS in counseling centers and classrooms. Activities are grouped into career guidance and the subject matter areas of language arts, social studies, science, mathematics, physical education, art, personal finance, business, industrial arts, health, and food services.

Portions of the handbook are reproduced here.

CIS INFORMATION FILES

Description
Cluster Description
Attribute
Preparation
Cluster Preparation
Bibliography
Summer Job File
Visit
Clubs
Programs of Study and Training
School
School Topics

File Name: DESCRIPTION

Access Command: DESC __ __ __ __ (occ #)

File Features:

The occupational description for each occupation follows a standard format which incorporates the following topics: Description of Duties, Aptitudes, Work Setting, Hiring Practices, Current Employment, Wages, and Outlook.

The beginning section provides a short summary of the general tasks performed by workers in this occupation. This information has been gathered from a variety of sources and validated by knowledgeable people associated with the career. A list of specialities within the occupation and related CIS occupations are also included for most occupations.

Aptitudes. This section lists the abilities and interests required for successful performance on the job. This information is based on field observations by occupational analysts.

Work Setting. This section of the description states whether the work is performed indoors or outdoors, the degree of physical exertion involved, exposure to elements and/or potentially dangerous surroundings, and any other information about working conditions that may be pertinent. Types of employers are also included.

Hiring Practices. Lists requirements such as passing an exam, obtaining a license or completing a training program. The occupational preparation file contains additional training information.

Current Employment. Lists the number employed in the occupation in the state or, when significant localized information is available, in a particular region of the state.

Wages. Provides users with an indication of the salary or wage they can expect to earn in an occupation. Average *entry* wages are reported (i.e., wages for a person who has no previous experience in the field). This information is localized when it varies from the average statewide entry rate.

Outlook. The outlook section of the description attempts to present to the user:

1. The projected employment outlook for that occupation;
2. Factors which will influence that projected outlook; and
3. Current trends which characterize the employment practices of employers who hire persons in the occupation.

Whenever possible, the employment outlook section presents information on a local level. When current, accurate local employment projections are not available, statewide information is given. In occupations with national labor markets, national data are presented.

Employment outlook is described in terms of the demand/supply relationship, and whether this relationship is characterized by a surplus, shortage, or balance. These terms are defined as follows:

Surplus: A demand/supply relationship where there are expected to be more people seeking jobs than there are openings.

Shortage: Indicates a relationship where there are expected to be more new jobs than persons to fill them.

Balance: Indicates a relationship where the number of new jobs is expected to about equal the number of persons seeking jobs.

No one can state without qualification what the future demand/supply relationship will be; too many variables affect that relationship.

These statements are based on the best information currently available. Outlook statements are updated as new evidence becomes available.

Of all the information files contained in the system, the occupational descriptions have proved to be the most popular and valuable to most users.

Suggested Uses:

The description file provides a meaningful and realistic first step in exploring an occupation. Users should be encouraged to access as many occupational descriptions as they find interesting.

File Name: CLUSTER DESCRIPTION

Access Command: DESC __ __ (first two digits of occ #)

File Features:

The standard format of this file consists of a brief description of duties common to occupations within the same cluster, and a list of occupations within the same cluster. Before each occupational title is the CIS four digit occupational code, used in exploring a career further.

Our 240 occupations are divided into 25 clusters.

Suggested Uses:

The cluster description provides users with an opportunity to familiarize themselves with occupations related to their primary area of interest. This file also introduces users to the cluster concept and idea of occupations sharing related tasks.

File Name: ATTRIBUTE

Access Command: ATTR __ __ __ __ (occ #)

File Features:

This file lists the attributes for which the occupation is coded. Attributes correspond to the questionnaire responses; those listed are all the possible responses for which the occupation will remain on the user's QUEST list.

Suggested Uses:

The attributes for a particular occupation could be studied to find out characteristics of the job. For example, if "NLO" is not listed for question #13, Use of Numbers, you would know that a person in the job would need to be able to use numbers above the low level.

This file can show you what responses will keep an occupation on your list.

NOTE: Users may need assistance in interpreting the Attribute File.

File Name: PREPARATION

Access Command: PREP __ __ __ __ (occ #)

File Features:

This file describes how people prepare for work in an occupation. The preparation statement is divided into four sections: Skills, Licensing, Preparation, and Tips.

Skills. This section defines the skills, knowledge, or abilities a person should acquire if he or she is interested in this occupation.

Licensing. If the state requires that a person be licensed before entering the occupation, licensing requirements are listed.

Preparation. A description of the ways people prepare for the occupation. Preparation may include schooling, on-the-job training, or work experience. The length of training is included. The user is also referred to appropriate Program of Study and Training files in the System.

Tips. This section provides users with constructive suggestions for obtaining employment in the occupation.

Suggested Uses:

This file gives the user a realistic statement of the preparation methods for a career. This information may be helpful in evaluating career options as well as planning education and training programs.

QUESTIONS AND ANSWERS ABOUT QUEST

What is QUEST?

QUEST is twenty-one questions which enable the user to construct an individual profile by expressing a preference for what types of work he or she wishes to perform.

What is QUEST List?

QUEST List is an individualized list of occupations which match the preferences a user indicates in his or her answers to the various QUEST items.

What is the purpose of QUEST?

In the simplest sense, QUEST was designed to help the user apply what he or she knows about his or her interests and abilities to better understand the world of work. Specifically the QUEST process should help the user identify some interesting occupations while stimulating him or her to seek information about jobs and education.

In a recent pilot test of the revised QUEST over 80% of the users felt QUEST helped them identify "some new occupations to consider for future work." In addition, over 80% of the users studied at least one occupational description after using QUEST.

Is QUEST a test?

No. QUEST does not predict or measure but rather assists individuals in identifying new occupations for exploration.

How were the QUEST questions selected?

Originally a group of counselors and career development specialists generated a list of variables related to the world of work which they thought useful for people to consider during the career planning process. The list was then reviewed by a group of labor market analysts who selected those variables for which labor market data existed to analyze and categorize occupations. Through the process of considerable initial and annual testing and revision the current QUEST has evolved.

How does QUEST aid the counseling process?

In addition to facilitating the acquisition of educational and occupational information, QUEST tends to constructively structure the counseling process. That is, the twenty-one items in QUEST are representative of key considerations in career planning. By discussing the user's response to each question both the counselor and the client acquire greater insight into the client's preferences.

What is the process for determining what occupations are eliminated by certain responses?

Each of the 240 occupations in the CIS files has been "coded" with regard to each QUEST question. For instance, question #1 asks the user if he or she wants to do "continuous" work. Utilizing a variety of data sources, the CIS analyst studies each occupation to see if it requires continuous work and codes the occupation accordingly. For instance, those occupations requiring "continuous work" will be eliminated from a user's list if he or she answers "no" to question #1. This coding process is completed for each QUEST question as it relates to each CIS occupation.

It is important to note that an occupation is coded for a particular attribute when there are "reasonable prospects for a career" in the occupation for people with that attribute. While no "requirement" is absolute, the QUEST List attempts to identify those occupations that have the greatest probability of matching the user's interests.

What is the average length of a QUEST List?

Most users find ten to forty occupations remaining after completing QUEST. It is important to note, however, that individual users' lists may vary significantly from this average depending upon how clearly they understand themselves and also upon how realistic their preferences are. QUEST is an individualized instrument. Different users' QUEST Lists will and should differ from this norm on occasion.

What does it mean if a user gets zero or very few occupations on his or her QUEST List?

It means that the user has been very restrictive in his or her answers to QUEST. Perhaps the user wants a starting salary of $1,250 a month, will attend no education and training beyond high school, and prefers to use only low levels of several abilities on a job. Such a user is likely to receive zero or very few occupations on his or her QUEST List. This user should be encouraged to reevaluate his or her preferences and fill out QUEST again.

What does it mean if a user receives a very lengthy QUEST List?

It means that user is not very particular about what type of work he or she would like to do. Users with long QUEST Lists often answer "no preference or I'm not sure," "I want to make no more than at least the minimum wage to start," are willing to use a high level of several abilities in their work, and are willing to attend a high number of years of education and training. Users with particularly lengthy lists should be encouraged to reevaluate their answers and consider being more restrictive as they fill out QUEST a second time.

QUEST CRITERIA

The following are criteria CIS uses to evaluate its QUEST questionnaire. These criteria should help the counselor understand the purpose and intent of QUEST. The question being addressed is "What comprises a high quality QUEST?"

1. For a diverse user population QUEST should:
   - be understandable.
   - address issues about which users are able and willing to express a preference.
   - be coded from the most reliable labor market data.
   - address issues which users perceive to be relevant to the career choice process.
   - provide response categories which accurately reflect users' preferences.
   - be a reasonable length.

2. The QUEST List should:
   - identify new relevant occupations for the user.
   - exclude most occupations which are clearly irrelevant to the user.

3. QUEST and QUEST List should:
   - actively facilitate users' entrance into the information files.
   - make an impact on users' career plans.

4. Users should:
   - perceive QUEST as an exploratory tool (not a test).
   - understand the relation between QUEST and QUEST List (e.g., understand how the sorting process works).

QUEST QUESTION #1

Part A: Study this new question and the concept it is communicating.

1. CONTINUOUS. On some jobs you do the same things many times a day and you work at a steady pace. Would you want to do this type of work?

ANSWER	CODE WORD
Yes, I would	*YES*
No, I would not	*NO*
No preference or I'm not sure	*NP*

Concept:

Adaptability to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. Distinguish between work that is inherently of a repetitive nature and the human facility of making the familiar routine. This factor should be considered when the work is performed according to a routine, or set sequence, and there is an absence of diversion or room for independent judgment.

Part B: Of the occupations below, mark those which you feel require "continuous" work.

5464	Machinists	____
5926	Production Painters and Finishers	____
6142	Bus and Taxi Drivers	____
6144	Truck Drivers	____

QUEST QUESTION #2

Part A: Study this new question and the concept it is communicating.

2. PRECISE. On some jobs there is little room for error so you must be very exact in your work. Would you want to do this type of work?

ANSWER	CODE WORD
Yes, I would	*YES*
No, I would not	*NO*
No preference or I'm not sure	*NP*

Concept:

Adaptability to situations requiring the precise attainment of set limits, tolerances, or standards. Consider jobs for this factor when the worker must be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.

Part B: Of the occupations below, mark those which you feel require "precise" work.

2672	Quality Control Inspectors	____
4146	Floral Designers	____
4586	Cabinetmakers	____
4724	Commercial Artists and Designers	____
5626	Electricians	____
8124	Pharmacists	____

Other QUEST questions are:

3. Using facts
4. Working with others
5. Persuading, selling
6. Decision making
7. Change
8. Creative
9. Eye-hand coordination
10. Working with fingers
11. Checking accuracy
12. Use of words
13. Use of numbers
14. Catching on to things
15. Seeing detail
16. Physical
17. Education and training
18. Beginning wage
19. Worksetting
20. City size
21. Region

QUEST COMMANDS

Because QUEST is a searching process rather than a test, you will want to be familiar with the QUEST commands and how they enable you to experiment with the QUEST list. These commands allow users to monitor the length of their lists, find out why certain occupations were not on their lists, evaluate the effect of various responses, and reevaluate and change answers. Their use can lead to increased user satisfaction and a better understanding of the occupational decision-making process.

HOW MANY - Encourage the use of HOW MANY when:

- The user wants to know how many occupations are left on his or her list;
- The user wants to know how many occupations will be eliminated by a certain response (the user should ask HOW MANY right before and after entering the response);
- The user is entering mostly noneliminating responses (YES, NP, NS) and needs to be more definite in his or her answers; or
- The user is interested in getting a list before completing all of QUEST questions and wants to know how long the list will be.

BACK UP - Encourage the use of BACK UP when:

- The user wishes to change his or her response to the last question answered; or
- The user's last response caused him or her to run short of occupations and he or she wishes to change the response.

LIST - Encourage the use of LIST when:

- The user wants to know what occupations remain on his or her list;

- The user wants to know which occupations were eliminated by a certain response. Instruct the user to type LIST before and after entering the response (after getting the first list, the user should type FINISH to return to the questionnaire); or
- The user wants to know what occupations have a particular characteristic, e.g., have entry wages of $1,500 per month or above.

WHY NOT __ __ __ __ (occ #)

- Encourage the use of WHY NOT when:
  - The user wants to know why a particular occupation was eliminated from his or her occupational list;
  - The user needs assistance in knowing which responses to change in order to lengthen his or her list; or
  - The user wants to follow a particular occupation throughout QUEST to see if it is still on his or her list or to see what answers eliminated it.

CHANGE

- Encourage the use of CHANGE when:
  - The user wants to change answers to questions he or she has already answered;
  - The user has run out of occupations on his or her list; or
  - The user has a large number of occupations on his or her list and wishes to make some responses more selective.

BATCH QUEST

- BATCH QUEST may be used to input questionnaire responses rapidly, in any order.

  BATCH QUEST is used in several learning activities to allow the user to see how a particular response affects the occupational list. By inputting a single response, users can see how many occupations are eliminated by that response independent of other responses.

FINISH	- Encourage the use of FINISH when: • The user wishes to finish answering the questionnaire. The program will print the first unanswered question, then continue through to the end of QUEST; • The user has answered a question or several questions in BATCH QUEST and wishes to complete the questionnaire; or • The user has asked for a LIST, typed WHY NOT for an occupation or has left the questionnaire to get occupational information and wishes to finish answering the questionnaire.

CIS is not a total career guidance system. While the system is designed for independent client use, success of the system is enhanced when counselors and teachers assist the user in interpreting information, clarifying specific needs, and planning future steps.

TITLE: EVALUATING AN AUTOMATED CAREER INFORMATION SYSTEM: RESEARCH RESULTS AND TECHNIQUES FOR SYSTEM ASSESSMENT
AUTHOR: FLYNN, MARILYN L.; DI BELLO, LOUIS V.
PUB. DATE: 1982
LENGTH: 62 PAGES
ERIC NO.: ED 227 237

This paper summarizes an evaluation of the PLATO career information development system (CIDS) at two sites in Illinois: Truman College, Chicago, and the Champaign Comprehensive Employment and Training Act Consortium. Six questions/issues were identified as central to any CIDS evaluation: (1) length of time required by students for system use; (2) implications of an automated system for the role of counselors and teachers; (3) cost feasibility; (4) benefits to students, counselors, faculty, and institutions as a whole; (5) patterns of response in system use and problems of special groups, disadvantaged students, and older users; and (6) factors most likely to affect system use. Following the discussion of the evaluation and the narrative account of findings, evaluation techniques used to study each of the issues are described, together with advantages and disadvantages of each and alternative approaches that could be utilized. Appendixes include screen copies of the on-line user log, an interview form and questionnaire used in the evaluation, and a description of PLATO CIDS.

The description of the PLATO CIDS and the evaluation forms are reproduced here.

Description of PLATO CIS

PLATO CIS starts with the QUEST questionnaire. Twenty-one questions are presented on the screen one-at-a-time. These questions assess preferences or desires on work-related issues such as: nature of work preferred, level of abilities desired, amount of physical activity desired, entry wage desired, indoor/outdoor work, and location of work.

Each question is displayed on the screen and the user responds by pressing an appropriate key. When the questionnaire has been completed, or any part of it, a list of related occupations is displayed for the user according to whether attributes of the occupation match the preferences of the user as recorded in the responses to the questions. The list of related occupations is designed to provide the user with new career suggestions.

The information base for PLATO CIS consists of three files: the Occupations file, the Programs file, and the Schools file. The user can request detailed information on occupations, education and training programs, and schools. The Occupations file includes a description of the work, and information on hiring practices, current employment, wages and outlook, and how to find more information. In addition, each occupational description tells which education and training programs will prepare the user for that occupation. The Programs file contains information on education and training programs from apprenticeship programs to college and university level. Descriptions include content, length of time, special tests, related programs and how to get further information. The Schools file will contain information on over sixty topics on all public and private colleges, universities, and training schools in the state. This section includes information on admissions, costs and financial aids.

PLATO CIS has several distinctive features. First, it is entirely screen-based. Tables of occupational titles and numbers, program titles and numbers and school names and numbers are all on-line. In addition, explanatory displays have been programmed which give the user instructions on system use. PLATO is unusually responsive and accessible to the user. Special function keys on the keyboard allow the user to move within the system easily by simply pressing a key. Examples of these keys include: NEXT, BACK, DATA, LAB. CIS is the most replicated system with the longest continuous use. CIS is used in seventeen states and has served as a model for the Department of Labor.

____
Name

____
Date

CIS
Champaign Consortium
Client Interviews

1. Previous use of PLATO

_____ Yes

_____ No

2. Previous use of career information system

_____ Yes

_____ No

3. Reason for using CIS

_____ Testing and assessment

_____ Job Club assignment

_____ Other

____

4. Expectations for CIS

5. Understanding of questions (examples)

6. Occupations of interest

a. List

b. On QUEST list

7. Criticisms of CIS

8. Strengths of CIS

9. Work experience

10. Counselor contact (school, military, Job Service)

____
Name

____
Date

CIS
Truman College
Student Interviews

1. Previous use of PLATO

_____ Yes

_____ No

2. Previous use of career information system

_____ Yes

_____ No

3. Reason for using CIS

_____ Class assignment

_____ Personal interest

_____ Other

____

4. Expectations for CIS

5. Understanding of questions (examples)

6. Occupations of interest

   a. List

   b. On QUEST list

7. Criticisms of CIS

8. Strengths of CIS

9. Program of Study

---

10. Work experience

11. Counselor contact

Name

Date

CIS-QUEST CLIENT EVALUATION

Directions:

Please complete this evaluation by rating each question from 1 to 5. Circle one of the 5 numbers for your answer.

1. How easy were the directions to follow:

1	2	3	4	5
Very easy	Somewhat easy	Neither hard nor easy	Somewhat hard	Very hard

2. How easy was it to read?

1	2	3	4	5
Very easy	Somewhat easy	Neither hard nor easy	Somewhat hard	Very hard

3. Do the occupational areas listed for you seem to agree with your true interests?

1	2	3	4	5
Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree

4. In general, how useful do you consider CIS-QUEST?

1	2	3	4	5
Very helpful	Somewhat helpful	Neither helpful nor unhelpful	Somewhat unhelpful	Very unhelpful

Comments:

Name

Date

WIDE RANGE INTEREST OPINION TEST
CLIENT EVALUATION

Directions:

Please complete the following evaluation by rating each question from 1 to 5. Circle one of the 5 numbers for your answer.

1. How easy were the directions to follow?

1	2	3	4	5
Very easy	Somewhat easy	Neither hard nor easy	Somewhat hard	Very hard

2. How easy was it to take?

1	2	3	4	5
Very easy	Somewhat easy	Neither hard nor easy	Somewhat hard	Very hard

3. Do the occupational areas which you scored high in seem to agree with your true interests?

1	2	3	4	5
Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree

4. In general, how useful do you consider this interest test?

1	2	3	4	5
Very helpful	Somewhat helpful	Neither helpful nor unhelpful	Somewhat unhelpful	Very unhelpful

Comments:

TITLE: HOW TO SELECT A COMPUTER ASSISTED CAREER GUIDANCE SYSTEM
AUTHOR: MAZE, MARILYN; CUMMINGS, ROGER
PUB. DATE: 1982
LENGTH: 159 PAGES
ERIC NO.: ED 221 700

This manual is designed to provide the background needed by counselors to evaluate and select a computer-assisted career guidance system (CACGS). The manual is comprised of nine chapters. Chapters 1 and 2 explore the career planning process and the terminology used in computerized guidance. Chapter 3 combines the terminology and issues raised in Chapter 2 into a procedure for evaluating a CACGS. In Chapters 4-7 this framework is used for a comparative analysis of four major systems: the Career Information System (CIS); Guidance Information System (GIS); System of Interactive Guidance and Information (SIGI); and Discover. Chapter 8 provides an explanation of how to integrate the CACGS into the counseling process. Chapter 9 focuses on the future of computerized guidance in an effort to direct the user's thoughts to the improvements and advances desired in future systems. Appendices to the manual are designed for quick reference. Appendix A contains a glossary. Appendix B contains a brief review of the major systems available today. Appendix C describes a condensed procedure for evaluating CACGS. Appendix D lists addresses of persons to contact for assistance in planning a CACGS.

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1. Introduction to the Career Planning Process
2. Introduction to Computer-Assisted Guidance
3. Evaluation Criteria for Comparing Computer-Assisted Career Guidance Systems (CACGS)
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7. Analysis of DISCOVER
8. Organizational Planning
9. Future Development

Appendix A: Glossary

Appendix B: Comparison of Computer-Assisted Guidance Systems

Appendix C: Evaluating a Computer-Assisted Career Guidance System

Appendix D: Resource Centers for Vocational Guidance

Appendix A and Appendix C are reproduced here, along with a small portion of the section analyzing the Guidance Information System (GIS).

APPENDIX A
GLOSSARY

ACCESS STRATEGY: A method for approaching the information files. Since computers are capable of sorting large amounts of information very quickly, the access strategy usually uses information about the client to sort through the occupations or educational programs and select the ones which match the client's characteristics.

ACOUSTIC COUPLER: A special type of modem which uses an ordinary telephone and converts the electrical pulses from the terminal to audio signals so information can be transferred over telephone lines to and from a computer.

ASYNCHRONOUS TERMINALS: These terminals send each character to the computer as it is typed, unlike synchronous terminals which store up characters until an internal clock in the computer allows them a set amount of time to transmit. Most CACGS use asynchronous terminals because their operation is smoother and this type of terminal can be less expensive. Most computers can be adapted to handle either type of terminal.

BASIC*: A high-level programming language designed to be used from interactive terminals. BASIC is very easy to learn, having been originally designed as a beginner's language. In some respects it resembles a simplified FORTRAN. BASIC is the language most often supplied with small computers.

BATCH PROCESSING: Processing of data by computer in sequential form. Data is usually entered using IBM cards or machine-readable forms. Each set of data is processed in the order it is received. (See INTERACTIVE.)

BAUD: This acronym refers to way of measuring the rate of data transmission. 300 Baud is roughly equivalent to 30 characters per second or 360 words per minute.

BIT*: The smallest possible unit of information in a computer. One bit is enough to tell the difference between yes or no, up or down, on or off, one or zero; in short, any two opposites. Computers must represent information in the form of bits because the electronic circuits they are made of can have only two states: on or off.

BYTE*: Originally defined as a subdivision of a long computer word, byte has come to mean a piece of information 8 bits long.

CAREER: The totality of productive activities in which one engages during one's lifetime.

CLUSTER: A group of occupations which share a common, fairly specific function such as providing health services or administering an organization. Occupations within a cluster share a substantial core of skills and knowledge and are frequently interrelated by production process or work environment.

CPU*: Short for Central Processing Unit. This contains all the registers, arithmetic circuitry, comparators, and so forth that do the actual work of computing.

CRT: Cathode Ray Tube. Often used to mean a computer terminal with an electronic vacuum tube or TV-like screen for visual display of information sent to and from a computer.

DATA*: The information that the computer manipulates is called data. Data can be just about anything that can be expressed as patterns or numbers. In a CACGS, data consists of massive amounts of information about occupational or educational programs.

DATA ENTRY: Entering of data into a computer through a computer terminal. Usually done at the CACGS' headquarters.

DISK*: A magnetic disk is a thin disk of magnetic material capable of storing a large amount of information. It looks like a phonograph record and spins rapidly. Heads similar to heads in tape recorders read and write information onto concentric tracks.

DISK DRIVE*: A disk drive houses several magnetic disks, keeps them spinning, and moves the read/write heads into proper position when information must be read from or stored on the disk.

DOT: Directory of Occupational Titles, a Department of Labor publication which defines about 20,000 occupations.

DUPLEX: Some computers communicate with terminals using full duplex and others use half duplex. Full duplex allows simultaneous two-way communication. Using full duplex, each character is sent from the terminal to the computer and returned to the terminal before it appears on the screen. This allows you to see exactly what the computer has received, and to communicate with the computer while it is sending information to you. Half duplex allows only one-way communication and each character is printed by the terminal as it is sent to the computer.

ERROR MESSAGE: Most CACGS assume that the user will make mistakes occasionally. The program checks for these mistakes and prints error messages so that the user will know what is wrong.

FILE: A computer file is a set of data which is used by a program. Since CACGS store each of their types of information in a separate computer file, the word is used commonly to mean a set of information, i.e., occupation file, college file, etc.

FORTRAN*: FORTRAN is probably the most widely known high-level computer language. It was developed primarily for the sort of calculation found in scientific and technical applications. FORTRAN was the first language easy enough to learn such that users could write their own programs instead of depending on professional programmers. Expressions in FORTRAN have a strong resemblance to ordinary algebra.

HARD COPY: A record of computer inquiries and responses printed on paper by a hard-copy computer terminal or a printer.

HARDWARE: Electrical or mechanical equipment used to process data; includes terminals, acoustic couplers, central processing units, disk drives, tape drives, multiplexers, etc.

INTERACTIVE*: Refers to a program or system that can ask questions of the user and then take immediate action based on his response. "Conversational" is often used to mean the same thing. (See BATCH PROCESSING.)

INPUT*: This is information from the outside world which must be put into the computer to accomplish some task. Common input devices include terminals, card readers, paper tape readers, and magnetic tape drives.

LOCAL: Many terminals have a setting labeled "LOC" or "Local." When this setting is used, the terminal is not sending information to the computer.

LOG-IN: A procedure for validating legitimate users and allowing them to run a particular computer program. In a typical "log-in" operation, the user types on the computer terminal a predefined sequence of numbers and passwords which are checked by the computer to protect against incorrect or unauthorized access into the programs.

MAGNETIC TAPE*: A popular medium for storing large amounts of information that doesn't have to be referred to frequently. Magnetic tape is wider and made to tighter specifications than the tape in your home tape recorder, but otherwise it's very similar.

MAINFRAME: A large central processing unit which is very fast, processes complex instructions, and is capable of operating a large number and variety of peripheral equipment.

MEMORY*: The memory of a computer is where it finds its instructions and the data it is to work with; also, where it stores its results. Memory is organized as a series of locations or cells, each of which can hold one word. The computer can read a word from a memory location, or it can store a new word there (in which case the old contents are lost). The locations are numbered in sequence. These numbers or addresses enable the computer to refer to the memory. Memory is closely tied to the computer and can be accessed very rapidly. Items which are used less frequently are often stored on disk. When the CPU is ready to process them, it reads them from the disk into memory.

MICROPROCESSOR*: Recent advances in integrated circuit-making have made it possible to put highly complex functions in a package the size of a domino. The microprocessor was born when semiconductor manufacturers decided to make what amounted to a CPU on a single chip (a small piece of silicon). The idea was that such a chip could be used as a universal process controller, replacing large amounts of complex circuitry in all sorts of equipment. Interesting things began happening when people started building little computers around microprocessors. Now microprocessors are designed with computing in mind, and some are directly modeled after existing minicomputers.

Microcomputers (or personal computers) contain a microprocessor and operator's console in one unit. Other devices may be attached as needed and these tiny, inexpensive computers can perform most of the functions previously performed by much larger machines.

MINICOMPUTER: In the late 60's a new type of computer was developed which seemed very small and powerful. These minicomputers were often designed for time-sharing, another new concept then. Because of their low price and flexibility, many educational institutions bought them for instructional and/or administrative purposes. As computers continue to shrink in size, minicomputers now have as much speed and memory as mainframe (full-size computers) used to have. But mainframes continued to grow. At present, mainframes are used where high speed is needed for massive data bases (e.g., payroll for a large company) or complex computations (e.g., some scientific applications). Minis are used where time-sharing is important and small, less expensive systems are desired. Micros are used where complete autonomy or a very low price is desired, often without time-sharing.

MODEM: A device which converts signals from a terminal or computer into signals which can be transmitted over a telephone line. There must be a modem at the terminal end and at the computer end of the telephone line.

OCCUPATION: Jobs are grouped together and called an occupation when they exhibit similar job duties performed at about the same level of difficulty or responsibility using about the same skills, knowledge, and physical characteristics.

ON-LINE: When you are communicating directly with a computer, you are on-line.

OOH: Occupational Outlook Handbook. An excellent book containing national occupational information published by the U.S. Department of Labor every other year. It is available for about $8 from Government Printing Office bookstores.

OPERATING SYSTEM*: A computer program which manages the operation of a computer. It makes sure the proper programs are in the right place in memory at the right time, handles input and output operations, and allows the computer to work for long periods without the direct intervention of the operator.

OUTLOOK: The section of the occupational description which describes the relationship between supply (workers) and demand (jobs) for an occupation. Outlook takes into consideration not only the projected growth for an occupation but also the turnover rate, the supply of people to fill the openings, and the health of the industries in which the occupation is primarily found.

OUTPUT*: Information which results from the computer's manipulations and which is to be delivered to the outside world. Common output devices include line printers, terminals, card punches, and magnetic tape drives.

PARITY: A transmission error-checking technique. Parity can either be "off," "even," or "odd." All information in a computer is in the form of "bits" which are grouped in units called "words." During transmission an extra parity bit is added to each word. Using even parity, for example, the parity bit will always add to the number transmitted to make it an even number. If the computer receives an odd number, it will warn the operator that an error has occurred.

PASSWORD: A predetermined code word used to make available a particular computer program and to keep unauthorized people from using the system since only certain people know the proper word(s) to use.

PORT: The physical facility for connecting a line coming in from a user terminal to the computer.

PROGRAM*: The sequence of instructions designed to make the computer carry out a given task.

SECURITY*: Designers of multi-user systems have two difficult problems: how to keep unauthorized people from using the system, and how to keep users from reading or changing each other's files. Security measures usually include a secret password and a log-in procedure.

SOFTWARE*: The word software refers to a computer's programs. If a particular bit of data manipulation is done through a program rather than by special circuitry, it is said to be "in software."

STORAGE: Computer storage usually refers to data or programs stored on disk. CACGS usually are stored on disk until they are ready for use. When a user requests the CACGS (i.e., logs in) the computer reads the first part of the CACGS program into memory. As the user moves through the system, other parts of the program may be read into memory.

Usually the information requested is read directly from the disk to the terminal. Since reading the program and data on the disk does not destroy it, any number of users can be using CACGS at the same time. For each person, the computer will read the portion of the program they are using into their area in memory, so each person will be unaware of the others who are using the CACGS at the same time.

SYNCHRONOUS: See Asynchronous.

TAPE DRIVE*: Most large computer installations have several of these for reading and storing information on magnetic tape. Tape drives are easy to spot by the large spools moving jerkily on their fronts.

TERMINAL*: A terminal is a device for communicating with the computer. It usually consists of a keyboard plus either a video screen (CRT terminal) or a printing mechanism like a typewriter (hard copy terminal).

TIME-SHARING*: Time-sharing was developed to overcome the disadvantages of batch processing. It enables many people to use the computer at once. Each user sits before a terminal which he uses to type in his commands. The computer responds to the user, then quickly shifts to the next user. The computer can do this so quickly that each user has the feeling of being alone with the computer. The biggest advantage of time-sharing is immediate response from the computer, and a chance to change your mind and see the results of the change.

TRACK: Most storage devices (disk drives, tape drives, etc.) store information on tracks. For example, on a 9-track tape, each entry on the tape contains eight bits of information and one parity bit, with one bit placed in each track on the tape.

TRANSPARENT*: Refers to something the equipment or program does that the user is not aware of. He "sees right through it."

VOCATIONAL MATURITY: A state of readiness to make a wise vocational choice, including an accurate self-concept, knowledge of the labor market, and skill in making rational decisions.

WORD*: Most computers can handle only a fixed number of bits at a time. This group of bits is called a word. The longer the word, the larger the numbers it can represent, or the greater the range of instructions it can express. Larger business and scientific computers (mainframes) usually have 32 or more bits long, while minicomputers typically have 12- or 16-bit word lengths. Microprocessors usually have an 8-bit word length. A few computers have a variable word length.

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*Reproduced from The Running Press Glossary of Computer Terms, John Prenis, Running Press, Philadelphia, Pennsylvania, 1977. Used with permission of the publisher.

APPENDIX C

EVALUATING A COMPUTER-ASSISTED CAREER GUIDANCE SYSTEM

Process for System Evaluation

1. Analyze your institution's needs and prioritize your institution's objectives for the CACGS.

2. Select at least two clients with different needs and personalities to use each CACGS. Conduct precounseling sessions to define their objectives in using the CACGS and prepare them to stay with it until they get what they need from it. While they are using the CACGS, observe the amount of assistance needed from the CACGS representative.

3. Select three to five occupations from different segments of the labor market which are of interest to your clients, including occupations which are unskilled, apprenticable, licensed or credentialed, professional, declining, and new or expanding. Obtain all available information for each occupation and relevant training programs and educational institutions.

4. For each CACGS identify a computer for use with the CACGS and use the cost formula (Chapter Three) to calculate the maximum and minimum per client cost for operating the CACGS for the first three years (or less if necessary).

5. Gather system literature and research reports to determine the CACGS philosophical orientation and evidence that it meets its objectives.

6. Visit or talk with current user sites to determine their level of satisfaction and areas of difficulty with the system.

After completing these steps to gather information, use the checklist below as a framework for evaluating the system. Be sure to insert your institution's objectives at the appropriate points if they have not been included in the checklist.

When this evaluation has been completed, use your institution's priorities to rate each CACGS. The result of these steps should be three ratings: system's overall functioning (based on the criteria below), system's ability to meet your institution's objectives, and system's cost per client. Your final selection will require balancing these three evaluative measures.

Checklist for System Evaluation

I. System Goals
   A. The structure of each CACGS is determined by its philosophical assumptions.
      1. According to system literature, what are the essential elements in the career planning process?

    2. What role is the CACGS intended to play in this process? How much of this process does it attempt to computerize?
- B. The objectives of the CACGS should be similar to those defined by your institution.
    1. What are the outcomes it intends to achieve?
    2. What population is it intended to serve?
- C. After noting the limitations of the CACGS, are these services your site is willing to provide in another way or do without?

II. Didactic Components
- A. Which concepts does the CACGS attempt to explain? Common topics include:
    1. An overview of the career planning process.
    2. The values clarification process.
    3. How to make rational decisions.
    4. The structure of the world of work.
    5. How to use information resources.
    6. The job search process.
    7. How to obtain financial aid.
- B. How effective are these components in teaching the concepts they attempt to teach?
    1. Are the topics presented in an interesting and lively manner?
    2. Are these modules fully interactive?
    3. Is this information relevant to your client population?
    4. Is the material written at an appropriate reading level?

III. Assessment Components
- A. On which topics is the occupational and/or educational selection process based? Commonly used topics include:
    1. Aptitudes.
    2. Abilities.
    3. Skills.
    4. Interests.

    5. Client preferences (job or school characteristics).
    6. Values.
    7. Personality types.
  B. Are these assessment components effective in selecting relevant occupations and/or educational programs?
    1. Does the access strategy enhance the career planning program used by your institution?
    2. Are there aids to self-assessment which help the client to answer the questions accurately?
    3. Is there a carefully researched data base which relates the occupations or educational programs to the self-assessment topics?
    4. Is the logic of these components easy to understand and realistic?
    5. Are the topics relevant to your clients?
    6. Do these modules make full use of the interactive capabilities of the computer?
    7. Is the reading level appropriate to your clients?

IV. Information Components
  A. Which types of information are covered? Common types of information include:
    1. Occupational descriptions.
    2. Educational programs and institutions.
    3. Bibliographic resources.
    4. Military occupations and training programs.
  B. How well are these topics covered?
    1. How detailed are each of the descriptions?
    2. Is the reading level appropriate for your clients?
    3. Are the files updated frequently and is the information accurate?
    4. Is it possible for individual sites to add local data?
    5. Is the information localized to your region or state?

6. What sources are used to collect data?
7. What philosophy is used in interpreting the data?

V. Internal Structure
   A. How easy is the CACGS for an unsophisticated client to use?
      1. Are all parts of the system cross-referenced to other parts to facilitate movement between components?
      2. Are the instructions easy to understand?
      3. Does the CACGS allow the client flexibility in deciding in which order to use the components?
      4. Is the system adaptable to the complex needs of your clients?
   B. How was the system intended to be used?
      1. How much time does the average user need?
      2. How many sessions do most users need?
      3. Does the system store a record of the client's progress?

VI. System Management
   A. There should be support materials which clearly explain the structure of the system for counselors and supplement the computerized materials in special situations.
      1. Does the counselor's manual explain the objectives and logical structure for each component?
      2. Are user materials easy for your client population to understand and available in sufficient quantities?
      3. Are there audio-visual aids to supplement verbal instructions for poor readers?
      4. Are there exercises and activities recommended for special populations?
      5. Is there a manual sorting process which can be used when the computer is not available?
      6. Are the information files available in books or microfiche when the computer is not available?

B. CACGS should provide technical support and should be responsive and prompt in fulfilling their commitments.
  1. Is in-service training available from professionals who understand the counseling process?
  2. Is the CACGS responsive to the suggestions from users?
  3. Does the CACGS actually keep the data as up-to-date as it claims and are the updates produced on a dependable schedule?

C. CACGS should have evidence of careful evaluation during their formation and continuing evaluation annually.
  1. Has the CACGS been carefully evaluated to determine its effect on users?
  2. Is there a process for collecting data about usage at each site?
  3. Is there an ongoing evaluation process for the system as a whole?

VII. System Requirements

A. What types of hardware are recommended for usage with the CACGS? Specifications should include:
  1. Computers.
  2. Terminals.
  3. Telecommunication modes.
  4. Other optional or recommended equipment.

B. Does the hardware you plan to use have a good record of dependability in settings like yours?
  1. How much down time does the computer average per year?
  2. Can the log-on procedures be simplified for your setting?
  3. Have other sites using similar equipment found it reliable?

C. What is the per user cost of this CACGS in your setting? (See cost formula in Chapter Three for assistance in calculating the per user cost.)

ANALYSIS OF THE GUIDANCE INFORMATION SYSTEM

The Guidance Information System (GIS) offers rapid access to six extensive information files describing occupations, the Armed Services occupations, two-year colleges, four-year colleges, graduate schools, and financial aids. Information may be requested directly or a file may be searched to find all relevant information. There are up to 900 ways of searching each file--this extensive array of options makes GIS one of the most flexible computer-assisted career guidance systems (CACGS) available. It is an excellent tool for quick access to concise information.

GIS is now used at more sites and runs on more makes of computers than any other CACGS. It was developed in 1971 and is marketed by Time Share Corporation (TSC), a subsidiary of Houghton Mifflin. It contains national-level data and can be used as it is or sites can add local information about occupations, vocational or technical schools, financial aids, local business and industry, apprenticeships, and services to the handicapped.

GIS was designed to meet the needs of all career seekers. Its objectives are outlined in the Resource Kit:

1. To encourage users to organize their thinking about educational and vocational plans.
2. To present users with a wider array of alternatives than they might ordinarily consider.
3. To help users understand values through their weighing of various factors basic to making a decision.
4. To encourage a sense of personal agency or involvement in the decision-making process on the part of the user.
5. To allow users access to more nearly complete and up-to-date information than exists in most settings.
6. To increase user ability to differentiate among alternatives through developing understanding of category systems.
7. To allow users to explore many tentative alternative plans in a bias-free context.

8. To encourage further exploration of plans by suggesting specific alternatives for consideration.
9. To increase user awareness of the distinction between objective and subjective data and between logical and illogical decision processes.
10. To increase understanding of the desirability of remaining flexible and mobile with respect to career plans.
11. To provide equal opportunity for all users to gain access to occupational, college, and financial aids information.
12. To give users a national outlook and potentially expand the range of colleges they consider.
13. To reduce tension experienced by students [and parents] by informing them of realistic alternatives sufficiently early in their high school experience to permit modification of plans. (Resource Kit, 1981, p. 5)

Information Files

The Occupational Information File (OCCU) contains 875 primary occupational listings with reference to approximately 2500 related jobs. Using GIS, you will find information about the kind of work involved in an occupation, how much education or training is needed to qualify, what aptitudes are required, working conditions, salary ranges, and much more. An important feature of the Occupational File is its cross-referencing system which directs you to a wide variety of multi-media materials for more information about occupations.

The Armed Services Occupational Information File (ASOC) contains basic information about more than 100 occupations in the Armed Services. For each occupation you get a general job description as well as lists of related military and civilian occupations.

The Two-Year College Information File (COL2) and the Four-Year College Information File (COL4) let you explore information about more than 3300 colleges, universities, and technical institutions. The information about the colleges includes programs of study, location, size, competitiveness, costs, accreditation, national test scores, athletic programs, special services, campus activities, and more. The information found in both the COL2 and COL4 files comes directly from the participating colleges and universities. It is updated each year and carefully checked for accuracy.

The Graduate and Professional School Information File (GRAD) contains information on over 1500 graduate and professional institutions across the country. Information provided includes programs offered, degree requirements, financial aids, residence information, placement of graduates, and more.

The Financial Aids Information File (AIDS) contains information about national scholarship and financial aid programs worth millions of dollars. A description of the financial aid offered, the eligibility requirements, application deadlines, and where to write for more information are provided.

Note: Some states or regions now provide local information for GIS users in special files such as the State Occupations File, State Vocational-Technical School File, State Financial Aids File, Local Business and Industry File, or other files. Check to see if such additional GIS information files are available at your GIS site.

Internal Structure

CROSS-REFERENCING: Occupations contain cross-references to the college majors, and are cross-referenced in the reverse direction in the Resource Kit (counselor's manual). The college files can be searched by financial aid categories, which provide a cross-referencing system between these two files.

ON-LINE INSTRUCTION: The computer commands are very brief (e.g., A2 or P27). GIS then spells out each command so that the print-out is easy to interpret. The most useful, basic instructions are contained in the Guide. These are also brief and very well written. Additional commands and information for facilitators are found in the Resource Kit. These commands allow a more economical, tailored use of GIS.

FLEXIBILITY, COMPLEXITY: This system is exceptionally flexible since all actions are user-initiated. Once the user understands the logic of the system, movement between modules is fast and easy. The design of the system is also exceptionally simple. This simplicity adds to the number of decisions the user must make, so from the user's point of view GIS is the most complex CACGS reviewed here.

TYPE OF USE: The average on-line time is five to ten minutes per user. There is no memory of the user; since the access strategy is very short, once on-line, no memory of the user is needed. Clients may return as often as they like to get information or try a new set of topics. Each entry is fast and need not be repetitive.

TITLE: FLORIDA CHOICES 1982-1983. COUNSELOR MANUAL
AUTHOR: THOMAS, GLENN R.
PUB. DATE: 1983
LENGTH: 100 PAGES
ERIC NO.: ED 232 117

This manual is intended to acquaint counselors with CHOICES, a computer-assisted career information program. Following an overview of the CHOICES system, and a brief discussion of the usefulness of the program for counselors, the three-step CHOICES process is presented: Step 1, the Initial Interview (pre-CHOICES), involves determining student suitability, introducing the student to CHOICES, and preparing the student to use the guidebook and the guidesheet; Step 2, the Terminal, calls for reviewing the guidesheet and using the terminal; Step 3, the Third Interview (post-CHOICES), involves discussing the printout and developing the follow-up plan. Directions for using the CHOICES routes, or strategies to access the information, are explained including Explore, Specific, Compare, Relate, Job Bank, and Education File. Career information topics covered in CHOICES are also described including interests, aptitudes, temperaments, education level, working conditions, future outlook, earnings, hours of work/travel, physical demands and activities, indoor/outdoor, career fields, and training required. Sections which deal with using the terminal, sources of CHOICES information, and practical considerations in using CHOICES are also included. A final section presents ideas for career center counseling materials, and organizational tips recommended by Florida career counselors. The appendices contain a conversion table from GATB raw scores to CHOICES aptitude levels, a Florida State Employment Services Job Bank map, and a glossary.

TITLE: REFERENCE MANUAL FOR THE INSTRUCTIONAL USE OF MICROCOMPUTERS.
VOLUME I (RELEASE II)
AUTHOR: FORMAN, DENYSE; AND OTHERS
PUB. DATE: 1981
LENGTH: 873 PAGES
ERIC NO.: ED 208 849

The purpose of this manual is to provide educators with information and guidelines for locating, selecting, and purchasing commercially available courseware for the Apple II microcomputer.

The manual contains the following sections:

Section I ... an annotated courseware index
Section II ... catalogue reproductions
Section III... a list of publishers and distributors
Section IV ... courseware descriptors
Section V ... an annotated list of computer books
Section VI ... an annotated list of computer magazines and journals
Section VII... an annotated list of compatible expansion options and accessories

In Section I, the courseware index, programs are listed; the DOS, language, cost, publisher and distributor are provided; they are assigned to broad subject areas and grade levels; and short descriptions are included.

The index can be used to locate commercially available programs in a particular subject area and for a specific grade level. The information which accompanies each program enables the user to determine which programs are appropriate and within budget.

Wherever possible, more detailed descriptions of programs have been provided in Section II, the catalogue reproduction section. Each company represented in this section has information and products of value and interest to the education market and has made its catalogue of material available to JEM.

Section III contains an alphabetized list of the complete addresses of over two hundred publishers, distributors and manufacturers of computer products.

The producers have endeavoured to obtain at least one program from each of the publishers represented in the catalogue reproduction section in order to determine the general quality of the company's product while at the same time providing more detailed information about particular programs.

Descriptions or evaluations of these programs have been included in Section IV, the courseware descriptors section. In most cases the program is described as though the educator were actually previewing it. Subjective comments have been included only when a program blatantly fails to meet minimum criteria. However, whenever a program has been thoroughly lab and field tested by a qualified and experienced educator, a detailed evaluation has been included.

Section V provides an annotated bibliography of microcomputer journals, magazines, and newsletters which was developed by Ron Adams of the College of New Caledonia. The publication is described, the address and yearly subscription rate are given, and a comment is made on the general usefulness of the publication.

The final section provides a list of selected compatible accessories and expansion options for the Apple II. Such peripherals as graphics tablets, printers, music synthesizers, speech input and output devices, network systems, and various firmware options are described.

The counselor aids materials from Section I, Courseware Index, and the catalogue reproductions for two of the aids are reproduced here.

COUNSELLOR AIDS

The Counsellor's Program
Counselling
Teacher
Charles Mann and Associates
$89.95
3.2
The guidance counsellor can easily prepare master student records and file folder labels.

Vitafacts (Drinking/Drugs)
Science, Counselling Aids
Junior/Senior
Personal Software Inc.
$19.95
3.2
This program assists the student in making decisions regarding drinking and drugs and suggestions for making responsible decisions.

Vitafacts (Sex)
Science, Counselling Aids
Junior/Senior
Personal Software Inc.
$19.95
3.2
This program is basically a panel discussion between two of Canada's foremost sex counsellors.

Vitafacts (Heart Attacks)
Science, Counselling Aids
Junior/Senior
Personal Software Inc.
$19.95
3.2
This course allows the user to become familiar with many of the facts about heart attacks and many of the preventative measures that can be taken.

Vitafacts (Blood Pressure)
Science, Counselling Aids
Junior/Senior (College)
Personal Software Inc.
$19.95
3.2
This program discusses a number of facts regarding high blood pressure (hypertension) including definitions, causes and treatments.

Vitafacts (Growing Up)
Science, Counselling Aids
Junior/Senior (College)
Personal Software Inc.
$19.95
3.2
This program discusses many of the factors encountered in the changes of adolescence. Students learn about physical and emotional changes.

Vitafacts (Birth Control)
Science, Counselling Aids
Junior/Senior (College)
Personal Software Inc.
$19.95
3.2
This program explains the process of conception and the birth control methods available and the effectiveness.

Scoring and Management System
Teacher Aids, Counsellor Aids
Teacher
American Guidance Service
3.2/ASB
This system is designed to handle all of the figuring, plotting, table accessing and record keeping associated with the "Woodcock Reading Mastery Tests."

Alcohol
Counselling Aids
Junior/Senior, College
Cook's Computer Company
$19.95
3.2/IB
This program discusses the effects of alcohol on the body based on information supplied by the user.

A Memory Myth
Counselling Aids
Elementary, Junior/Senior, College
Bell & Howell
$24.95
3.2/AS
This is a memory improving device.

College Boards
Counselling Aids
Senior, College
Krell Software
$79.95
3.2/
This is designed to sharpen the skills of those taking the college board exams.

College Boards (Special Educator Edition)
Counselling Aids
Senior, College
Krell Software
$149.95
3.2/
This includes programs of the college board exams as well as detailed solutions and drill exercises.

Graduate Record Exams
Counselling Aids
Senior, College
Krell Software
$139.95
3.2
Actual record exams are used to sharpen skills for the exams.

Educator Graduate Record Exams
Counselling Aids
Senior, College
Krell Software
$199.95
3.2/
These are the graduate record exams with detailed solutions to the problems and explanations.

Home Safe Home
Counselling Aids
Junior/Senior, College
MCE Programs
$165.00
3.2/AS
This is an informative safety program for the home.

Job Readiness-Assessment and Development
Business Education Counselling Aids
Junior/Senior, College
MCE Programs
$165.00
3.2/AS
This program can be used to assess the job readiness of an individual.

Apple Flash
Counselling Aids
Teacher
Omnico
$110.00
3.2/
This program tests the perceptual accuracy of students.

Human Female Reproductive Cycles
Science, Counselling Aids
Elementary, Junior/Senior
Compress
$50.00
3.2/AS
Contains: Self-generation, induced or annual, fertile, infertile and suppressed.

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Check or money order.

NOTES: All programs require 16K. All Apple programs require APPLESOFT BASIC. TRS-80 programs require Level II Basic. TRS-80 is a trademark of the Tandy Corp. Apple II and Apple II plus are trademarks for Apple Computer Inc. PET is a trademark of the Commodore Corp.

College Boards

For TRS, PET & Apple

The best way to sharpen your skills for the College Boards is to work on actual examinations. Each of these program sets confronts the user with a virtually limitless series of questions and answers. Each program is based on past exams and presents material of the same level of difficulty and in the same form as used in the College Board examination. Scoring is provided in accordance with the formula used by College Boards.

SAT, PSAT, N.M.S.Q.T., set includes 7 programs covering Vocabulary, Word Relationships, and Mathematics. $79.95

Special Educator Edition

Includes all of the above programs plus detailed solutions and explanations for each problem plus drill exercises. SAT set includes 14 programs. $149.95

These programs were designed by a former professor at U.C. Berkeley, SUNY at Stony Brook and a senior staff officer at the National Academy of Sciences.

Independently conducted studies show a difference in test scores between those using our programs and a control group of almost 100 points. Details furnished upon request.

*Programs are available on either disk or cassettes for Apple and TRS-80; PET is available on cassette only.

Graduate Record Exams

For TRS-80, PET & Apple

The best way to sharpen your skills for the Graduate Record Examination is to work on actual examinations. Each of these program sets confronts the user with a virtually limitless series of questions and answers. Each program is based on past exams and presents material of the same level of difficulty and in the same form used in the Graduate Record Examination. Scoring is provided in accordance with the formula used by the GREs.

GRE set includes 10 programs covering Vocabulary, Word Relationships, Mathematics, Logical Diagrams, Analytical Reasoning. $139.95

Educator GRE

Includes all of the above programs plus detailed solutions and explanations for each problem plus drill exercises. Graduate Record Exam set includes 20 programs. $199.95

These programs were designed by a former professor at U.C., Berkeley, SUNY at Stony Brook and a senior staff officer at the National Academy of Sciences.

*Programs are available on either disk or cassette for APPLE and TRS-80; PET is available on cassette only.

SECTION III: COUNSELING FOR PERSONAL/SOCIAL CONCERNS

Introduction

In a time of increased demands and reduced resources many counselors feel that the last thing for which they have any time is counseling. Although most practicing school counselors do not have as much time as they would like for the individual, interpersonal helping relationships which they view as such an important part of their role, students' personal and social difficulties are still a primary concern. The resources provided in the following section address issues identified in meetings with high school counselors, administrators, and teachers. Such topics as time and stress management, death education, nutrition education and eating disorders reflect the reality of student life which counselors face daily.

TITLE: DEATH EDUCATION AS A LEARNING EXPERIENCE. SCIP. NO. 3
AUTHOR: BENSLEY, LOREN B., JR.
PUB. DATE: 1975
LENGTH: 24 PAGES
ERIC NO.: ED 115 580

This monograph on death education defines death education, discusses the need for it, and suggests ways of teaching it. Death education is defined as the process by which one explores one's relationship with life. The basic philosophy underlying death education is that through the study of death students will gain an appreciation for life which will be reflected in their behavior, and that by understanding death, they can try to prevent needless death for themselves and others.

The following points are listed as worth considering when developing a course in death education:

1. Qualities of a teacher in teaching about death:
   - (a) The teacher must have come to terms with his or her own death feelings, and to have admitted not only its existence, but to its full status in the dynamics of his total personality functioning.
   - (b) The teacher needs to know about death and death education in order to teach it.
   - (c) The teacher of death education needs to be able to use the language of death easily and naturally, especially in the presence of the young.
   - (d) The teacher needs to be familiar with the sequence of developmental events throughout life, and to have a sympathetic understanding of common problems associated with them.
   - (e) The teacher needs an acute awareness of the enormous social changes that are in progress and of their implications for changes in our patterns of death-related attitudes, practices, laws, and institutions.

2. Small group methods should be utilized in teaching death education so that students will have the opportunity to interact with their peers about their philosophies and attitudes that pertain to death and dying.
3. The teacher of a course in death education should be fairly sophisticated about counseling and crisis intervention techniques. Students will seek help once the topic of death is made a topic for open discussion and study.
4. In order to promote the inclusion of death education in the curriculum it will be necessary to gather a variety of logical arguments to support death education. One could expect the same type of reaction to introducing a course on death education as would be expected in introducing a course on sex education. It would be a good idea to request the support of the clergy, members of the funeral industry, counselors, psychologists, parents, students, and colleagues.
5. Plenty of time should be given to the topic. The subject should not be rushed in any way. If there is not enough time to treat the subject as it should be, then it's best to leave it alone.
6. Utilize outside experts in the field such as members of the clergy, undertakers, doctors, and psychologists. These people have a great deal to offer and should be invited to participate as resource persons.

Sample topics, behavioral objectives, questions pertaining to death education, and sample class assignments are reproduced here.

A. The Taboo of Death

Behavioral Objective: The student will be able to freely discuss and come to terms with his own feelings concerning death.

Answer the following questions:

1. Why do language barriers exist on the subject of death and dying?
2. How do you perceive death?

3. What euphemisms can you think of to describe death and dying?
4. Do all persons have a negative attitude toward dying?

B. Definitions of Death: Biological, Social, and Psychological

Behavioral Objective: The student will be able to differentiate between the biological, social and psychological definitions of death.

Answer the following questions:

1. What is the biological definition of death?
2. What constitutes social death?
3. What constitutes psychological death?
4. How do these definitions interrelate?

C. Views of Death and Dying

Behavioral Objective: Upon examining the required readings on the views of death and dying, the student will be able to briefly explain how death and dying are perceived from the viewpoint of children, adolescents and young adults, the middle aged and elderly, and the terminally ill.

Answer the following questions:

1. What are the developmental stages in childhood that lead to a mature concept of death?
2. Name three adjustment mechanisms that affect the attitudes of the elderly toward death.
3. Name four factors which influence adaptation or adjustment of the terminally ill to impending death.
4. Do college students perceive death as threatening? Support or refute.
5. How do you feel the middle-aged population feels about dying in their prime?

D. Understanding the Dying Patient or Relative

Behavioral Objective: Upon learning of the impending death of an individual, the student will be supportive and perceptive of their feelings and needs. The student will also be able to develop strategies for helping the dying patient or relative to cope with death, dying, and bereavement.

Answer the following questions:

1. What emotional and psychological needs should a relative have fulfilled in order to cope with the impending death of a relative?
2. What emotional and psychological needs should the patient have fulfilled in order to cope with his own impending death?
3. Explain the reactions and emotions of those who confront dying daily, e.g., police officers, the military, morticians, clergymen, physicians, nurses.
4. How would you feel in the presence of a dying person?
5. Should a patient be permitted to return home to die? Why or why not?
6. Whose responsibility is it to tell a person he is going to die?

E. The Funeral, Burial and Bereavement: Psychological Implications

Behavioral Objective: The student will be able to evaluate the American grief process and formulate constructive plans for his or a relative's death.

Answer the following questions:

1. Who should make the arrangements for the funeral? Who should be responsible for the final decisions on place of burial, method of body disposal (cremation, burial, etc.)?
2. What constitutes a normal bereavement reaction? What constitutes an abnormal one?

3. What are the religious implications for burial? What are the psychological implications for burial?
4. What grief reactions can be expected upon learning of the death of a child, a teenager or college student, a middle-aged individual, or an elderly person?
5. What happens to the family or persons who continue to live after a close friend or relative has died?

F. Understanding Suicide and Self-destructive Behaviors

Behavioral Objective: The student will be able to devise a reference list of persons, groups, or agencies that deal with suicide. He will also be able to identify clues in the individual's behavior that suggest a need for consultation with a professional specialist or a need for other forms of immediate help.

Answer the following questions:

1. Why do children commit suicide?
2. Why do college students commit suicide?
3. What are the clues that indicate a person may want to kill himself in the near future?
4. What is crisis intervention and how can it be used in suicide prevention programs?
5. What can you do as a professional or nonprofessional to help an individual cope with his problem?
6. When should you recognize the necessity for professional psychology therapy for the individual? What persons or agencies are available for such referrals?
7. Does a person have the right to take his own life?

Sample Assignments

Example A gives guidelines for a visit to a funeral home and monument works showroom. The purpose of this assignment is to expose the student to the business of the funeral industry. Example B is an assignment to make the student aware of the multitude of death references in our culture. Example C contains questions students are asked to answer and share with the total group.

A. Visit to a Funeral Home & Monument Salesroom

Preliminary Preparation: Read Jessica Mitford, The American Way of Death (N.Y.; Simon and Schuster, 1963) and work out in your own mind before going to the funeral home the type of funeral that you would like to have.

Things to take into consideration for the completion of the requirement:

1. Explain to the funeral director why you are there and what you wish to achieve.
2. Go through all the procedures to prearrange your funeral.
3. Select a casket as well as vault that meet your particular desires as well as financial needs.
4. If you wish not to be cremated inquire about the procedures that are necessary.
5. If you wish not to be embalmed, inquire about this.
6. Itemize the complete cost of your funeral service including the undertaker's services, the casket, the vault and newspaper announcement.
7. Go to a monument works or salesroom and pick out the monument of your choice and within your price range. Inquire about the cost of the engraving and decide what you would like to have placed on your stone.

B. Awareness Assignment of Death References in Our Culture

Please complete a list of items under each category that relate to death and dying:

1. Music
2. Movies
3. TV programs

4. Children's games and literature
5. Plays

C. Student Questions

1. How will you die?
2. When will you die?
3. What great dream or goal would you want to accomplish before you die?
4. If you had an incurable disease, would you want your doctor to tell you?
5. Have you known anyone who died violently?
6. When and where was the last funeral that you attended? Can you recall some of the action, words spoken, grief experienced?
7. Do you know what the average cost of a funeral is in your city?
8. When was the last time that you mourned? Was it expressed by tears or silent pain? Did you mourn alone or with someone else?
9. Have you ever been in a situation when someone needed help and you didn't go to him?
10. Do you believe in an afterlife?
11. Can you understand how people cannot believe in an afterlife?
12. What would you think if someone told you that he is building his own coffin?
13. If you could live forever, would you want to?
14. If you had three days to live, how would you spend your time?
15. Have you ever thought you were going to die? What did you feel at the time?
16. Have you ever thought that the last letter you wrote someone would be your very last one?
17. To whom would that letter be sent? What would you say?

18. Is death ever a topic of conversation among your friends?
19. "Death is a deplorable, evil, unnecessary, and premature event." In which way would you agree or disagree with this statement?
20. Critics of modern hospitals claim that death in a hospital is often lonely, mechanical, and dehumanized. How do you think this situation can be changed?

A list of suggested class readings focusing on death education, children and death, and general readings on death is also included along with a selected annotated ERIC bibliography on death education.

TITLE: FAMILY AND COMMUNITY SERVICES. MODULE XIII: DEATH AND DYING
AUTHOR: PETRICH, BEATRICE
PUB. DATE: 1981
LENGTH: 28 PAGES
ERIC NO.: ED 203 114

This thirteenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with death and dying. It is intended to help the student be aware of different kinds of death, stages of emotion, and attitudes toward death. Six competencies are established:

1. Be aware of the variety of meanings and emotions associated with death and dying.
2. Understand feelings and attitudes toward death.
3. Analyze the role of various institutions and persons related to death and bereavement.
4. Understand how death affects family relationships.
5. Be prepared to help families after the death of a family member.
6. Appreciate the skills required to provide for the needs of the dying person.

Two behavioral objectives are identified for each competency. Suggested strategies, as well as references and resources, accompany each objective. For example:

Competency 3: Analyze the role of various institutions and persons related to death and bereavement.

Objectives:

3.1 Identify the institutions in your community which deal with death and bereavement.

3.2 Examine the roles of persons associated with the institutions.

Strategies:

Students will:

3.1.1 List, with class, all institutions in own community which deal with death and dying.

3.2.1 Listen to a panel or a guest speaker tell of what they do as part of an institution which deals with death.

3.2.2 Listen to speaker tell about a hospice.

3.2.3 Discuss what you might have to do for your Family and Community Services job if someone dies.

References and Resources:

3.1.1 Suggestions: Hospital, nursing home, churches, funeral homes, neighborhoods, families, cemeteries, etc. (schools and teachers).

3.2.1 Suggested panel members or speakers: Medical doctors, gerontologists, funeral directors, clergy, nursing home directors, elderly people.

3.2.2 There may be someone in the community who knows about the Hospice Movement.

The Appendix includes: (1) a brief bibliography of stories, novels, and poetry about death and dying; (2) a list of films and filmstrips; (3) a checklist of attitudes toward death; (4) stages of adjustment to death and dying; (5) a sentence completion instrument focused on personal feelings about death; (6) anecdotal case study material for discussion; (7) teacher references; and (8) a final examination on death and dying (with an answer key).

TITLE: ADOLESCENT SUICIDE IN THE UNITED STATES
AUTHOR: KALIL, CYNTHIA S.
PUB. DATE: 1981
LENGTH: 44 PAGES
ERIC NO.: ED 206 967

This annotated bibliography presents 46 citations in major areas related to adolescent suicide.

Section I. Facts and Myths
Section II. Causative Factors
Section III. The Educator's Role
Section IV. Treatment for the Suicidal Adolescent and/or Survivors of a Suicide Victim
Section V. Legal Treatment for Suicide Attempters

A glossary of common terms and a conclusion and recommendation section are also included.

TITLE: CHILD AND ADOLESCENT SUICIDE. LITERATURE SURVEY SERIES, NO. 2
PUB. DATE: 1981
LENGTH: 113 PAGES
ERIC NO.: ED 218 558

This literature survey, part of a series designed to provide information sources on topics of current interest in the field of mental health, lists 122 references on child and adolescent suicide covering the years 1978-1980. Author, author address, title, source, and source location are included where applicable. A brief content resume is provided for each entry. Arrangement of contents is by primary author; a computer-generated index of primary and secondary authors and a subject index are appended.

TITLE: WHY ME? EVERY TEACHER'S HANDBOOK FOR ALCOHOL EDUCATION
AUTHOR: HOLAN, RAY L.; AND OTHERS
PUB. DATE: 1979
LENGTH: 276 PAGES
ERIC NO.: ED 208 197

This teaching guide provides materials for teachers in any subject area to incorporate alcohol education into their classes. The objectives for senior high school students are:

1. Acquire information about the effects of different types of drinking under different conditions on physical, psychological, interpersonal, job and school performance.
2. Be able to identify and interpret these effects on the lives of others.
3. Be able to list characteristics of high-risk drinking and lower-risk drinking in terms of times, places, quantity, etc.
4. Understand the role drinking-related behavior plays in dating and sexuality.
5. Learn the early warning signs of alcoholism and ways a person can help him/herself or a close friend or family member.
6. Clarify their attitudes toward drunkenness.
7. Attempt to practice a decision-making process based on enumerating alternative actions, considering personal and social consequences of those actions, and respecting their own values about appropriate drinking-related behavior.
8. Become committed to intervene should someone else's drinking-related behavior endanger themselves or others.
9. Be able to evaluate their own drinking-related behavior against the characteristics of high-risk types and low-risk types; examine place of alcohol in the development of a healthy life-style.
10. Understand how different amounts of drinking impair driving ability.
11. Be able to articulate the messages and attitudes about drinking that they have received at home.

12. Respect a friend's refusal of a drink.
13. Appreciate alcoholism as a chronic, progressive treatable illness with early warning signs, an illness most amenable to treatment in its early stages with the help of alcoholism agencies in their local community.
14. Discuss their attitudes toward drinking with their parents and establish guidelines for acceptable drinking-related behavior as a family.

Activities which are suggested for accomplishing the objectives state a specific goal, outline skills which the student will learn, list the materials and steps involved in conducting the activity, and provide a teacher evaluation device. Each activity sheet is followed by suggestions for using the activity in other content areas. Examples follow:

Activity A

Objective:

Students will consider the different attitudes of youth and adults to legal restrictions of teenage drinking.

Helps students:

- develop social responsibility
- clarify values and attitudes

Resources:

"ALCOHOL, YOUTH, AND THE LAW"

Danielle, who is seventeen, wants to have a party for her friends at school. Thinking that no one would want to come unless drinks were served, Danielle persuades her parents to allow her to buy two cases of beer for the party.

Mr. and Mrs. Jefferson are somewhat uncomfortable with the idea, but Danielle insists she will keep things under control--and so, they agree. Both parents are moderate drinkers and hold the following attitudes. It's better to have the kids drinking where they can keep an eye on them. A good way to prevent drinking problems is to remove the "forbidden fruit" aspect of alcohol and to make it a casual social activity. Since their parents allowed them to drink at home and they turned out all right, it is all right to make Danielle happy by allowing her to serve beer.

The party is held on Saturday night. Everyone appears to have a good time. However, there are a few problems. Tanya's feelings are hurt because J.J. has four beers and flirts with her best friend most of the night. Michael and Reggie almost get into a fight over whose reefer is stronger, but otherwise things are cool.

Later that night a more serious situation arises. Lola Contrell, who just had three beers at the party, is met by her mother when she gets home to the apartment. She suspects that Lola has been drinking and is very angry. Mrs. Contrell does not drink at all and has forbidden her daughter to do so. Mrs. Contrell feels that alcohol is nothing but trouble because she had an alcoholic father. She remembers how hard it was to keep the family going after her parent's divorce. In her own defense, Lola points out that everyone was drinking and Mr. and Mrs. Jefferson approved.

Mrs. Contrell is extremely angry about the whole situation and phones the Jeffersons the next day to let them know she is coming over with her daughter after work to have it out.

Mrs. Contrell knows that it is unlawful for the Jeffersons to furnish alcohol to minors who are not their own children. Mr. and Mrs. Jefferson are not sure what to expect from the showdown.

The roles are:

Mrs. Contrell
Lola
Mr. Jefferson
Mrs. Jefferson
Danielle

A POEM TO PARENTS

Why do they do it?
What pleasure do they get
  by giving us hell?
Don't they understand
  what we are going through?
Were they somehow excluded
  from those years of turmoil
In the complicated
  cycle of life?

Why do they say
  "We understand"
When they don't?

Why do they ask us to talk
  to them?
Don't they realize
  the reason
    we don't
  is because we will
    be forever
    condemned
  for what we say
    in confidence
    and hope?

We need this time
  to search and explore
  to reason and find out
  to be or not to be.
We don't want to be told
  who our friends should
    or should not be;
We want to decide
  for ourselves.

  No
This is our time
Don't try to
  help
You must realize
  that we will
    rebel
  because each of us
    is
  an individual.

Don't tell us what to do
who to be
how to behave
Let us be us
and we shall find
ourselves.

Activity:

1. Distribute copies of "Alcohol, Youth, and the Law."
2. Select students to play the characters. Give them a minute to think about their attitude toward drinking. Tell them to act consistently with this attitude throughout the role play. Start action and allow 5-10 minutes.
3. Ask for comments from the audience before allowing the actors to respond.
4. Direct discussion to areas you think are relevant. Here are a few suggestions:
    a. What were the feelings of each character?
    b. Was the "problem" solved?
    c. How did the illegality of serving alcohol to minors affect the action?
    d. What would you have done if you were Lola? Danielle? Mr. or Mrs. Jefferson? Mrs. Contrell?

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

Suggestions for using this activity in other content areas:

Social Studies. Simulation: Form a student panel of 5 members to draft legislation controlling a new substance that increases the intelligence of 50% of the people who use it and permanently damages the hearing of the other 50%. What issues are involved?

Math. Pass out "Know Your Limit" cards. Have students calculate Lola's Blood Alcohol Level in the story. What would it be if she were 120 lbs? 200 lbs? Calculate your own limit and that of your parents.

Writing. Your 16 year old daughter is going out with a man 7 years older than she. Last night, he took her to a disco where she proceeded to get very drunk. She used a fake ID that he had given her. What would you do if anything? Put your thoughts into a letter.

Language Arts (oral discussion). Have students read the poem "To Parents" and assume it is written by a teenager who drinks a lot and whose parents disapprove. Discuss.

Activity B

Objective:

The students will consider the use of stereotypes in describing the drinking of ethnic and religious groups.

Helps students:

- develop self-concept
- clarify values and attitudes
- develop social responsibility

Resources:

UPROOTING STEREOTYPES

"Stereotype - a fixed or conventional expression, notion, or mental pattern".

This is Webster's New World Dictionary definition of stereotype. TV often presents stereotypes about people and their use of alcohol. Students often mistakenly identify with these stereotypes. Match the letter of the ethnic or religious group to the drinking stereotype of the left.

1. ____ Drinking moonshine
2. ____ Sombreros, siestas, and tequila
3. ____ Standing on the corner with a bottle of wine in a paper bag
4. ____ Getting drunk on firewater

A. American Indians
B. Puerto Ricans
C. Appalachian White
D. Irish

5. ____ In a cafe eating bread and cheese, drinking wine at every meal

6. ____ Singing ballads and drinking too much whiskey in pubs

7. ____ Using wine only for religious ceremonies

8. ____ Eating, talking, drinking chianti around the dining room table

9. ____ Drinking martinis at the country club

10. ____ One-fifty-one rum

E. Blacks

F. Mexicans

G. Jews

H. Italians

I. WASPS

J. French

Activity:

1. Discuss meaning of stereotype, and ask for examples.
2. Distribute "Uprooting Stereotypes" and have students match stereotypes to ethnic and religious groups.
3. Consider the harmful effects of any of these stereotypes and what can be done to overcome these.
4. Ask students to watch any favorite TV programs and look for examples of stereotyped drinking behavior. Name program, give date and time, and write brief description of the stereotype shown.

Suggestions for using this activity in other content areas:

Music. Use any popular tune and write lyrics debunking any of the drinking stereotypes.

Art. Make a collage of liquor advertisements, showing stereotypes of what the wealthy, the adventurous, the sexy, etc. like to drink.

Writing. The stereotype of the alcoholic is the skid row bum. Only 3% to 5% are found there. Write a character sketch of a person using stereotypes, then write another description of the same person avoiding use of any stereotypes.

A special supplement contains suggestions for projects in these content areas: art, biology, chemistry, English, home economics/family living, human sexuality/family living, math, speech, and journalism. Guidelines for helping students with alcohol or drug problems list early warning signs and questions for adolescents to examine their own drinking:

Early Warning Signs

- Abrupt changes in school or work attendance, quality of work, grades, discipline, work output
- Unusual flare-ups or outbreaks of temper
- Withdrawal from responsibility
- General changes in overall attitude
- Deterioration of physical appearance and grooming
- Furtive behavior regarding actions and possessions
- Association with known users of alcohol or other drugs
- Unusual borrowing of money from parents or friends
- Stealing small items from home, school or employer
- Attempts to appear inconspicuous in manner and appearance (to avoid attention and suspicion)
- May frequently be in odd places without cause--such as storage rooms, closets, basements (to take drugs)
- Frequent use of breath sprays, thermos bottles, cough medicine
- Occasionally appears drunk during the school day.

(Note: It is not so much the frequency or quantity of alcohol consumption, but the disruption in some areas of a student's life that indicates presence of alcoholism.)

Questions for Teens to Check up on Their Own Drinking

1. Do you drink because you have problems? To face up to stressful situations?
2. Do you drink when you get angry at other people, your friends, or parents?
3. Do you often prefer to drink alone, rather than with others?
4. Are your grades starting to slip? Are you goofing off on the job?
5. Do you ever try to stop drinking or just less--and fail?
6. Have you begun to drink in the morning, before school or work?
7. Do you gulp your drinks as if to satisfy a great thirst?
8. Do you have blackouts, periods where you don't remember what you did?

9. Do you avoid leveling with others about your drinking?
10. Do you ever get into trouble when you are drinking?
11. Do you often get drunk when you drink, even when you do not mean to?
12. Do you think it is cool to be able to hold your liquor?
13. Have you ever felt you could do more with your life if you did not drink?

No one affirmative answer or group of answers is conclusive proof of alcoholism. However, each one of them is an early warning sign which should not be ignored.

A section entitled "Spare Tools for Teachers" provides annotated bibliographies for teachers and students, a list of inexpensive classroom materials, a sample certificate of course completion, and a publications order form for the National Clearinghouse for Alcohol Information. Additional resources include planning for guest speakers, a glossary, a bibliography of films available through the Regional Council on Alcoholism Lending Library (R.E.C.A.L.L.) in Ohio, and an Alcohol Education Evaluation Form.

TITLE: DRUG EDUCATION CURRICULUM: SENIOR HIGH. HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION
PUB. DATE: 1981
LENGTH: 265 PAGES
ERIC NO.: ED 214 097

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, a glossary of terms, and illustrations are also included. Activities at the high school level focus on: (1) the effects of drugs on the homeostasis of the body; (2) drugs and society; (3) communication skills; and (4) motivations and alternatives. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use.

TITLE: OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS. UNIT I, UNDERSTANDING PEOPLE IN OUR AREA
AUTHOR: DUNNE, FAITH; AND OTHERS
PUB. DATE: 1980
LENGTH: 151 PAGES
ERIC NO.: ED 200 356

Unit I of a 4-unit (9-12 week) career development and life planning program for rural high school students focuses on life in rural localities. Designed to last approximately 13 days, the unit uses student experience and supplementary data as a basis for discussion of the local area, its people and their roles, the advantages and disadvantages of being a local woman, sex stereotypes at home and on the job, and household responsibilities. In addition to 10 detailed, color-coded lesson plans (complete with instructions, learning objectives, materials lists, and student activity sheets), the unit contains a Learning Activity Package on time management. Three activities from the unit follow:

Activity 1:

TIME SHEET

There are many poems, songs, and sayings about time such as:

> "My how time flies when you're having fun!"
>
> Jim Croce's song: "Time in a Bottle".
>
> "The time has come, the walrus said, to think of many things..." from Alice in Wonderland.

Use this page to list any references you know about time. Share this page with your friends.

Activity 2:

HALVE THE TIME BY DOUBLING UP

1. Read while taking a bath.
2. Start your homework while waiting for an appointment.
3. Do handwork while watching TV.
4. Write a letter while listening to music.

5. Read or watch TV if you're eating alone.
6. Clean your room while listening to music.

Add your own ideas for halving your time by doubling up.

Activity 3:

PLANNING YOUR DAY

Making a "to do" list every day is an excellent way to use and plan your time. It will take about ten minutes and may save you hours of wasted time.

To do this, use a calendar such as the one on page 10. Your teacher has extra planning calendars for you.

Start by listing the activities that are already set for that day, such as scheduled appointments or events. Put them on your calendar in the appropriate time spots.

Next, look at your "to do" list on page 7. In the future, look at your "to do" list from the day before. Are there any * activities you didn't get done? Are they still top priority? If so, list them in the "to do" section at the bottom of your calendar and * them. Are there any ✓ activities you didn't get done? Are they important enough that you still want to do them? If so, list them and ✓ them in the "to do" section of your calendar. Are there any ? activities you still feel you might want to do? If so, list them and mark them on the "to do" list of your calendar with a ?.

Now think! Are there any new *, ✓, or ? activities you want to add to your list? If so, do this.

Now, mark any time on your calendar when you know you will be busy with classes or eating or sleeping or working.

You should have some blocks of time left over. In pencil, write some of your * items in those times. Now you have planned time to do what is most important to you. You may not get to doing all those things, but you have greatly improved your chances of doing them. Don't be discouraged if you don't do everything on your list. The idea of a list is just to put down everything you feel is important. That way, you are reminding yourself of your priorities.

Try using a planning calendar for the next several days.

A teacher's guide, an appendix with additional teaching tips and learning activities, an adaptation manual with information about tailoring the program to local needs, and an introduction to the program in general are also included. The basic field-tested curriculum is designed for the Midwest, but adaptations for four other rural regions (Northwest, Southwest, Northeast and Appalachian South) are available. The program has three goals: to inform the students, to help them deal with life's events and difficulties, and to provide them with a structured experience in applying their information and skills to realistic situations. Although the emphasis is on women, the curriculum is important for men as well.

TITLE: IDENTIFYING AND DEVELOPING INDIVIDUAL STRENGTHS. PRE-APPRENTICESHIP PHASE I TRAINING
PUB. DATE: 1979
LENGTH: 16 PAGES
ERIC NO.: ED 217 264

One of a series of preapprenticeship training modules, this self-paced student training module deals with identifying and developing individual strengths. Included in the module are the following: cover sheet listing module title, goals, and performance indicators; introduction; study guide/check list with directions for module completion; information sheet dealing with criteria people use to evaluate themselves and others, people who influence decisions, and making the best use of one's time; activities; and postassessment. Emphasis of the module is on identifying those personal values that affect the way people evaluate themselves and others.

The section on time management is reproduced here.

DO YOU MAKE THE BEST USE OF YOUR TIME?

You have already identified the most important values and people that affect your expectations, plans and decisions. Many of these will influence your attitude towards time. However, your use of time is probably most affected by two principle skills: your ability to organize and your willingness to be responsible for your own life. Just completing the next exercise will help you find out how well you can do both of these.

During the course of one day, there are many activities that we have to do which are not totally our own choice or to our liking. Each of us, however, can find time when we can have absolutely free choice over what we do. This time can be wasted or it can be used fully. This potentially is prime time: the time when we can devote our whole energies, interests and abilities to what we want to do. This could be a leisure activity, it could be completing a project at work, an assignment at school, relating with friends, relaxing by ourselves, or whatever. The main criteria for judging it is are you giving your full self to the activity or are you worrying about what has happened or what may happen in the future? Prime time is an opportunity to do what gives you satisfaction and to give yourself fully to the activity. This exercise will also help you identify where you can find extra prime time and where some of your activities are not using your time to its best value.

Here is a time chart. It is suggested that you keep a record for three days, preferably Friday, Saturday and Sunday. Complete it in the following way:

1. On the top line, fill in your main activities during any single day. Sleep is obviously one experience we all share, so this has already been written in. Other likely headings might be: travel, eating, shopping, talking with friends. You are also going to have several headings that are individual to you.
2. Fill in one day at a time. It would be better if you kept your record at least twice a day. Put a tally mark for each quarter of an hour spent in the activity. If it happened on three separate occasions for five minutes each, it would still be recorded as one tally mark.
3. At the end of three days, add up your totals and share your chart with a small group. Discuss your use of time and identify activities that you might cut back or increase. Where do you think is your best time?

ACTIVITIES: Work, Self-maintenance, Leisure, Relationships, etc.

	*Actual Time	Sleep											Total
Totals #													

*Actual time: On Day 1 this is worked out by recording the time you went to bed the previous night to the time you go to bed on Day 1. For example, if you went to bed to sleep at 10:30 p.m. on the previous night and at 10:00 p.m. on Day 1, the time would be from 10:30 to 10:00, which is 23 1/2 hours. You put this figure in the first column. The total at the right hand side should be the same.

#Totals: these should be the amount of time you spend on each separate activity during the three days of record keeping.

TITLE: STRUCTURED GROUP COUNSELING AND BIBLIOTHERAPY AS IN-SCHOOL STRATEGIES FOR PREVENTING PROBLEMS IN CHILDREN FROM CHANGING FAMILIES
AUTHOR: SHERIDAN, JOHN T.
PUB. DATE: 1981
LENGTH: 88 PAGES
ERIC NO.: ED 205 839

The change in family structure precipitated by divorce, separation, death and other parental absences often creates psychological, social and economic problems for some individuals. Used in a study which attempted to determine the effectiveness of structured group counseling for junior high school students, the Structured Group Counseling Handbook (Appendix B of this ERIC document) outlines a group intervention program for children of changing families. Portions of the handbook are reproduced here.

How to Get a Group Program Started in Your School

With the conceptual and experiential preparation concluded (for a time), you are now ready to put an intervention program in place. Keep in mind Gazda's (1968) definition of group counseling as a general guide to your efforts.

> Group counseling is a dynamic process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality, catharsis, and mutual trust, caring, understanding, acceptance and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one's peers and the counselor(s). The group counselees are basically normal individuals with various concerns which are not debilitating to the extent requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviors (p. 17).

The first phase of implementation is the identification of students in need. (Remember you seek to offer developmental support to "normal individuals with various concerns which are not debilitating.") Some, or all, of the following measures may be taken to identify your target population.

1. Survey school administrators and special service personnel.
2. Survey homeroom and class teachers.
3. Survey coaches and club sponsors.
4. Ask for volunteers through the school newspaper and/or the public address system.
5. Inform parents of your plans and ask them for support through a flyer or the local newspaper.
6. Ask individual clients with a "changing family concern" to "spread the word."

The names generated from this process should be compiled for use in the second phase of implementation.

Care should be taken to review the list of names generated in Phase One to be certain that each of the entries is a potential group candidate. (Students with extreme needs or who are out of the "normal" range should not be approached to join your group effort but dealt with through an alternate technique.) In Phase Two, each of the persons on the list of potential targets are interviewed in what might be called a "recruitment session."

Before these students are asked to come to this session, the counselor should review some of the personal dynamics of the child of a changing family. Some children will be open and ready to involve themselves totally, while some will be sure they don't need to be involved. Others will be guarded and cautious about their situations and feelings. Because of this latter group, the counselor must approach each "recruitment session" with utmost care. The student must be at ease about his or her presence in the counseling office. The student should know the exact circumstances of the "recruitment session." A suggested sequence of counselor statements and questions follows.

"Hi Bob. I'm Mr. Sheridan. I would like to explain why I asked you to come in today. In the past few years, I have noticed that we have many students whose parents are separated or divorced, and recently I have become more aware of some concerns such students may have. I am now trying to organize some programs which may help these students who feel they would like to get involved. I ask teachers, coaches, the principal, and others to tell me of any student they know of whose parents are separated, divorced, or remarried so I can ask them if they would like to be involved in some discussion groups. I received your name from that list.

"I don't want to pry or push you on this, but I hope you will listen to a couple of ideas I have on this discussion group plan and tell me what you think.

"Do you have any questions so far?"

Specific Group Planning

The ten steps presented below are offered as pre-group structuring to insure that your groups will function effectively.

1. Set lower limits of five and upper limits of ten for the group membership.
2. Insure that a group is either all one sex or nearly half male and half female. This is important because a good deal of the group content will focus on sex-role concerns. Having members of both sexes is desirable to provide for full airing of the issues involved. However, having only one or two members of one sex and eight or nine of the other may cause the minority members to misrepresent their sex when issues are discussed (five views are better than two). If 50/50 or 60/40 is not possible, care should be taken to make the group membership of one sex only with the leader taking a more active role in presenting "known" attitudes and opinions as members of the absent sex would. An exception to this rule might be made if the leader has had significant contact with the one or two members of the other sex and feels that they have a level of maturity which indicates their sex-related biases are quite typical, healthy, and representative.
3. Attempt to include one or more students in the group who have had previous group counseling experience, be it the same or different content. This will allow the leader to permit the group more self-directed freedom. This is important because the leader

will be introducing content structure at times during the group process, but after structure intervention the leader will wish to focus primarily on process.

4. Attempt to include one or more models of successful coping behaviors related to the content area. This may be accomplished in several ways:

    ask a student who has been an individual client and has exhibited positive coping,

    seek out such a model through other PPS administration and instructional staff,

    select students from previous groups (in subsequent years),

    ask students interviewed to join the group if they are "students who seem to be doing well." It appears that there is a "pipe-line" among this population which is functioning prior to any intervention. They know and talk to each other.

    The model(s) should be advised that modeling is a primary reason for their inclusion in the group.

5. The group may be cross-graded, or all members may come from the same grade. Cross-grading provides for some chance of understanding feelings of members who may be the same or nearly the same age as other members' siblings. This can aid members in dealing with their own siblings at home. This organization does not seem to detract substantially from sex-role discussions even when age differences are three + years. The one-grade organization may maximize the sex-role exploration but may also reinforce "anti-sibling talk" and inhibit sibling relations at home.

6. Cultural differences must be attended to. The rule is to be sure no member is so different culturally (socio-economically) as to cause distraction in terms of content focus. More than one group should be established if one discovers two or more distinct subcultures represented in the identified population. This is important because the focus of the group may move from family structure to social systems, economics, etc. (e.g., "If my dad had a better job . . . ," "My mom works and . . . ," "Your old man runs around with all that cash . . .").

7. Plan to meet one period (approximately one hour) per week for a minimum of ten weeks, and include plans for at least one out-of-school activity (e.g., picnic, camp, movie) to be carried out somewhere between the tenth and final meeting. It appears from previous follow-up that the members tie their memories of the group to specific "social" activities. Providing this experience often leaves students with a "sweet taste" of a generally good experience discussing the content area. Students should be involved in the planning of this trip.
8. Contracting has been established as a significant means of insuring a minimal amount of leader intervention for the purpose of control in groups. This population seems to be an exception to that rule. Therefore, a written contract is not employed. A major reason for this factor seems to be that the students appear to view the problem (divorce, etc.) as primarily their parents' problem. They seem to feel free to discuss it because it's "not theirs."
9. Make necessary and appropriate arrangements for a comfortable meeting place. Providing for relaxed physical positioning is important. (Permit the members to sit as they would in a typical social situation.) Insure privacy!
10. Do not exclude students due to duration from time of change to present. Students two, four, or even ten years from the actual divorce are in need when they are members of a one-parent family or at times in reconstituted families when they show the need. (A 14-year-old girl whose parents were divorced when she was two felt she needed to know about fathers since she didn't know how to deal with them.)

1. Phases of personal reaction to loss of a significant other -- are offered by Hozman and Foilard (1977). These reactions are denial, anger, bargaining, depression and acceptance. Each of these stages is marked by specific identifiable behaviors and the meaning of the stage and its associated behavior should be presented.

Stage	Meaning	Behavior
denial	refuse to think about or believe it	act like all is the same; keep the truth from friends; lie about it; pretend all is the same
anger	becoming very upset over the facts, feeling that I have been mistreated	slamming doors for little reason; hitting people; yelling; being rude to parent, brother, sister; sassing teachers
bargaining	trying to get things back as they were	being bad so dad must come to help mom with me; missing a ride with Bill so dad must take me to mom's house; promising God I'll never do a bad thing if He gets them together
depression	feeling like all is lost, like I can't laugh	sitting around my room; not going out with friends; crying often; not eating
acceptance	feeling like it's done and I can go on	laughing when I feel like it; getting along with friends and family as before; fewer fights

In this content intervention, students should be asked to investigate themselves on the five stages and discuss their placement.

2. Social problems related to being in a changed family -- feelings of guilt, rejection, loneliness, oddness, etc., related to being different from kids whose families are not changed. Discussion of specific concerns often presents this content area (e.g., "I feel bad because my dad never picks us up after dances or games . . .," "I hate it when I am out and my friends and I see my dad with some younger girl . . .").

3. Physical aggression -- What can you do when your parents (mom and boyfriend) fight? What if your mom, dad, or their friends abuse you? How can you deal with your brother or sister when they abuse you? Discussion in this area should include reference to all community agencies which can be called upon.

Students should be permitted to share their own techniques. Plans for escape to neighbor, relative, friend, etc., may be necessary and can be dealt with, including training. This content area most often will include alcohol and drug abuse by the aggressor; consequently, community information on this issue is appropriate.

This content area is critical in legal terms. The leader will need to inform the members of her/his obligations related to suspected abuse, but the leader must be sure to permit the member some control over her/his action. If the student under assault can be identified before the group process, the leader may consider individual as opposed to group counseling.

4. Santa Claus parent -- the visiting parent who showers the child with gifts for affection. Here the leader needs to ask the members to determine if such a situation exists for them and if so, how have they been responding. Alternatives to their current behavior should be explored. Some ways of responding include:

accepting and continuing the behavior,
commenting on the type of "gift" desired,
structuring visits so gifts are less feasible,
discussing the situation with that parent,
asking some other to comment to the Santa Claus parent,
writing to the Santa Claus parent.

Another phase of this content area is the needs and feelings of the Santa Claus parent. Here the members should be encouraged to bring out some of the feelings this parent may be having: loneliness, loss of affection, a need to make up for absence, fear of total loss of child's affection.

5. Dating -- The specifics of this content area are extensive. Dynamics include: sex role identity, personal freedom, and modeling. Care should be taken here to be sure to deal with as many variables as possible.

Common to all changed families is the resultant search for other opposite sex friends and prospective mates. (Some partners choose to remain single, but the number is extremely small and even these must deal with sexual needs.) The adolescent is in the midst of a search for appropriate sex-role behavior and looks to parents and other adults for models. These needs and the needs of the parent must be aired. At times the pattern of behavior of a 35-year-old divorcee and her 14-year-old daughter are quite similar as regards dealing with men and boys. And a 14-year-old son may base much of his behavior on the apparent reaction he sees in his mother to specific behaviors by men and the actions of his father. A key to readiness for dealing with this content area comes when members say, "My mom tells me not to date some guys but I can't tell her who to date . . .," "My mom's boyfriend is a creep . . .," "My dad is 44 and he has a 27-year-old girlfriend . . ."

6. Holidays -- Group members benefit from discussing the many plans they make for splitting their time over vacations. Positive and negative aspects of these plans should be dealt with. Most of the members will enjoy this interaction, and they seem to feel it's important.

7. Visitations -- In this area the feelings of the students are important. The issues include:

Where does the visiting parent stay?
How often can I see dad?
Can I spend more time with dad?
Each time he/she comes, my mom/dad gets mean.

It is important to discuss the needs the visiting parent might have (work, money, dates, fears).

8. Responsibility and freedoms -- Students can be informed of the interaction of freedom and responsibility and its effect upon them. Here the student can be presented with the element of each factor in the other (e.g., "I can do whatever I want after school, but my dad wants me to have supper ready when he gets home from work.") The fact is that students in one-parent and even reconstituted homes have more freedom to do as they wish and more demands from the family at the same time. An emphasis on responsibility to and for the self is also necessary. These students are given a more adult (mature) environment; dealing successfully with it is the issue.

9. Custody -- The students are full of questions regarding this issue. Generally they will point out many of the most significant facts, but be sure to include:

the history from all-dad to all-mom and now some-dad and the
cause factors,
legal concerns and trends,
How much voice does the child have?
What placement is best (financial, social-emotional, educational)?
Can placement change?

10. Financial change in the new family -- This content area should focus on specifics if possible to permit the student insight into the economic stature of the family. Share contemporary prices for such things as housing, auto, insurance, etc., to place the family situation in perspective. Discussion of ways to support the family effort is warranted.

11. Reunification fantasies -- This concern will surface in the discussion of "bargaining," but its importance warrants a second look. Focus on the positive and negative aspects of these fantasies.

12. The custodial parent as the "bad guy" -- Commonly the child holds some resentment for the parent he/she is living with. The child may be overly hostile and resistant. This may be due in part to the "good guy" (nonauthoritative, free) who comes and goes from the family with minimal responsibility. The child's views are inhibiting and cause self-defeating behavior. Open airing of the dynamics of the situation, specifics from students, and some reorganization of thinking on this concern is in order.

13. Group dynamics -- When appropriate, the group should be advised of the "process" the group is involved in now. This should occur on a regular basis as the group matures.

14. Other students' coping -- Throughout the sessions, the group should be directed to listen to and/or seek out other students who are handling the changed family quite well. The students should also be informed that many have done well through this crisis and insure them that they can also.

15. "Parents are People" -- Students need to become aware of the major and minor needs and drives which operate on adults in general and their parents specifically. In this concern area, such things as companionship (same age), love, money, fulfilling work, hobbies, free time, privacy, and pampering should be discussed. The adolescent child is

selfish as a function of age, but it is imperative that he/she gains some insight into parent needs to aid the functioning of the family. It is important to have the students discuss parents in an objective fashion. Their subjective feelings should not be denied, but objectively must be stressed to permit new understandings.

16. Love, marriage, and me -- Students are very concerned about the effects their parents' action has on them related to dating, sex, love and marriage. Concerns such as the following are common:

"I don't know if I'll ever marry."
"You can't trust guys."
"I'll get married when I am 30 but not before."
"I don't want to get too close to any girl or I'll end up getting married."
"I wonder if I'll be just like my dad or mom?"
"If my girlfriend knows about my parents, she will break up."
"How can you be sure you have the right mate?"

In this area it is important to point out the 66% of the population who succeed as couples. Have the members look outside to the many positives of coupling. Consideration of alternative life styles is also necessary. Values related to this content area are many and the students will bring out most of them. Use of "Values Clarification" techniques and concepts is proper here.

17. Divorce, marriage, and the law -- The issue here is, "Should society do anything to deal with divorce?" Although this discussion is removed and cognitive, it serves to permit students to formulate personal perspectives on the concern which will most likely be present at their adulthood. The presence or absence of children in the family is of major significance to the students. Discussion of this phenomenon should occur.

18. Fears -- Have students discuss specific fears they feel as a result of the new (or different) family situation. These real or imagined fears vary a great deal among children but seem to be very significant determinants of feelings and behaviors.

19. Siblings old and new -- A major concern is dealing with brothers and sisters from the original and/or reconstituted family. These concerns involve all the typical sibling problems of the stable

family and more. Due to the availability of only one parent or the introduction of a new adult (parent) and perhaps new siblings (step-brothers and/or sisters), the child feels much more stress related to parental attention. These concerns need to be aired by all group members.

20. Mom as dad, dad as mom -- Students need sensitivity to the parents' feelings that he/she must act as both parents. Here the students can discuss ways to take that "both-parent" pressure off mom or dad.

21. Empty time -- Due to the one-parent structure, many hours may be spent at home alone while mom/dad is at work or otherwise out. Leisure time activities available in the community must be shared. Positive new relationships within the group can be encouraged for the outside. The more open/free child in the group should be encouraged to generalize her/his new skills to other situations.

22. Step-people -- discussion of the literature (which abounds) on relationships between step-parents and step-children. Much is said about the behavior of the child which may result. Parallels to personal situations are the focal point. This content area should provide the student with a more complete world view of her/his problems.

23. Literature -- Present the group with three works written for the purpose of helping students cope with a changing family.

Richard A. Gardner, The Boys and Girls Book About Divorce (New York: Bantam Books, 1970).

Arlene Richards and Irene Williams, How to Get It Together When Your Parents Are Coming Apart (New York: David McKay Co., Inc., 1976).

John Sheridan, Changing Family Handbook.

24. Adolescent psychology -- Throughout the group sessions the leader should introduce cognitive information about adolescent needs and dynamics. These cognitive bits of information should be tied to specific experiential incidents related by the students (e.g., self-concept formation, power of peer pressure, values conflicts, etc.).

25. Job information -- Financial needs of the family often warrant an effort at some type of job placement for the children to help offset the new income level. (These jobs may be through CETA, Job Corps, other state and federal programs, and local resources.)

26. Academic skills -- Any systematic program for time organization, study skills, test-taking, etc., can be offered. This content area generates some individual sessions on academic success.

27. Child-rearing -- discussion of how each member feels he/she would raise her/his children (if he/she has children). What works with you and what does not and why.

28. Affirmative action for increased self-concept -- introduction of concepts designed to alter the student's self-statements from negative to positive. Homework related to this task should be made (e.g., "All of us will make up a self-slogan about how we like ourselves."). Positive bombardment should be used in the group, and students should be urged to generalize the resultant positive feelings. Have students say hello when they see each other outside of the group.

The process of the group should follow the pattern suggested by Mahler (1969).

Involvement -- easy, slow start, 1-5 sessions. In this phase, the group should explore goals and expectations. The leader should guard against "too deep-too soon" revelations to allow all members to feel safe.

Transition -- evolution-working, 3-10 sessions. This stage seems to be signaled by a concern over how confidentiality will be established. (At times, this issue comes up a bit before transition.) More personalized content is now appropriate.

Working -- this is the group in full process, 8-19 sessions. During this phase, the group gets into serious "here and now" discussions and other interaction revolving around real personal issues. Content issues should be brought forth in this stage.

Ending -- this is the final 1-2 sessions. A "graduation" activity is in order (camping, hike, party, etc.). Students should be reassured that they have access to the leader and they should be encouraged to keep up current relationships if possible. Statements of evaluation should be sought by each member in a going-around fashion.

Monitoring Your Group's Development

In order to keep tuned in to the dynamics of your group, a systematic review of the process and content of each session is warranted. Many approaches could be used to this end, depending on the counselor's preference. The system offered below may be helpful.

Process monitoring is supported by the use of a Process Monitor Sheet which is simply a subjective review of the group session. The Content Monitor Sheet is a listing of the 28 content issues listed earlier with a grid work to permit tally marks. Each time an issue is discussed, the counselor can mark the proper content row under the date of the session. Different marks may be used to indicate if an issue was introduced by a student or a counselor. The counselor may wish to let each tally mark equal 5 or 10 minutes of discussion. In this way, the total amount of time spent on each issue can be tabulated. Some counselors may wish to use a tally mark to indicate the introduction of an issue only. The number of times an issue is introduced is of major importance. If an issue comes up three or more times in the course of the group (no matter how long, as the group decides its need for discussion), the group leader can feel confident that each member has had a chance to air feelings.

PROCESS MONITOR SHEET

Date: ______________________

Absent members:

Description of content covered:

Analysis of process (what phase of development is the group in):

Homework assigned:

Homework check from previous session:

CONTENT MONITOR SHEET

Content	Dates							Totals
1. Reaction phases								
2. Social problems								
3. Aggression								
4. "Santa Claus" parent								
5. Dating								
6. Holidays								
7. Visitation								
8. Responsibility								
9. Custody								
10. Financial change								
11. Reunification								
12. Custodial parent								
13. Group dynamics								
14. Others' coping								
15. "Parents are People"								
16. Love, marriage, and me								
17. Divorce, marriage, the law								
18. Fears								
19. Siblings								
20. Mom as dad, dad as mom								
21. Empty time								
22. Step-people								
23. Literature								
24. Adolescent psychology								
25. Job information								
26. Academic skills								
27. Child-rearing								
28. Affirmative action								

Please enter an "X" if the content is introduced by a group member and a "√" if you introduce it.

After entering an "X" or a "√", please enter a 1 if the content was discussed for less than 10 minutes or a 2 if the discussion went from 11-20 minutes.

TITLE: HEALTH EDUCATION. PHYSICAL DIMENSIONS OF HEALTH. NUTRITION EDUCATION. GRADES 10-12
PUB. DATE: 1981
LENGTH: 262 PAGES
ERIC NO.: ED 206 599

This guide to nutrition education can be used as a basis for curriculum development at the school district level, as well as a basis for daily lesson planning by teachers. Designed to involve high school students in gathering information from school and community resources, the guide covers the following topics: (1) meal planning; (2) food consumerism; (3) nutrition and physical fitness; (4) health-related problems; (5) nutrition and reproduction; (6) infant nutrition; (7) hunger and malnutrition in the United States; and (8) careers in nutrition. The suggested activities for each topic are preceded by an overview of the work. An example is reproduced here.

TOPIC: Health Related Problems

SUB-TOPICS: Acne
Food Allergies
Dental Problems
Obesity
Stress
Anorexia Nervosa
Cancer
Atherosclerosis and Coronary Heart Disease

TERMINAL OBJECTIVE: To recognize the relationship between nutrition and health problems.

ENABLING OBJECTIVES: The student will be able to:

1. become aware of the causes of acne and its treatments.
2. identify food allergies, their physical manifestations, recommended treatments, and their prevention.
3. list factors that cause tooth decay and analyze individual diets according to those factors.
4. identify characteristics, health problems, and alternative diets associated with an overweight person.
5. become aware of how stress affects nutritional status.
6. list characteristics, nutritional damage, and psychological causes of anorexia nervosa.
7. identify nutritional factors related to cancer and evaluate diets in relation to these factors.
8. identify risk factors and dietary characteristics associated with atherosclerosis and coronary heart problems.

A portion excerpted from the learner activities and teacher information for Food Allergies and Anorexia Nervosa follows:

TOPIC:

SUB-TOPIC: Food Allergies

TERMINAL OBJECTIVE:

ENABLING OBJECTIVE: To identify food allergies, their physical manifestations, recommended treatments, and their prevention.

LEARNER ACTIVITIES:

1. Have students do research to distinguish between food allergies and toxins naturally occurring in foods.
    - What types of foods cause allergies?
    - What types of foods contain toxins?
    - What symptoms do food allergies/toxins cause?
    - How are the causes of food allergies detected?
    - How are allergies/cases of food poisoning treated?
2. Invite an allergist from an area hospital or clinic to discuss how food allergies are detected and treated.
3. Have students interview someone who has an allergy.
    - When did the allergy begin?
    - How was the cause of the allergy detected? What is the cause?
    - What symptoms does the allergy cause?
    - How is the allergy treated?
    - Do other members of the family have the same allergy?
    - How does the family deal with the food allergy?
4. Have students roleplay the following situations:
    - a young child with an allergy to chocolate attending a birthday party
    - a young man taking a date who has an allergy to milk products to a French restaurant
    - several people becoming ill at an all-day clambake
    - a mother sending her child with several food allergies to visit grandparents for a week.

TEACHER INFORMATION:

Food Allergies usually:

- cause gastrointestinal disturbances
- begin in early childhood
- are seldom revealed in skin tests

Reactions to food are usually delayed for several hours and last several days. Detection of food allergies depends chiefly on the process of elimination.

Toxicity can result from:

- overdose of fat soluble vitamins A, D, E, K
- excessive intake of vitamin C or ascorbic acid, niacin, thiamine
- consuming seafood that has eaten certain plankton
- pesticides and chemicals used as fertilizers for growing foods
- foods difficult to digest when eaten in large quantities (onion, garlic, coffee, boiled cabbage, etc.)

Resource: Food Allergy, Frederick Speer, PSG Publishing Company, Inc. Littleton, Massachusetts, 1979.

The roleplaying should involve:

- How does the person feel about his allergy?
- What problems does the person face that are caused by the allergy?
- How can others assist a person with a food allergy?

TOPIC:

SUB-TOPIC: Anorexia Nervosa

TERMINAL OBJECTIVE:

ENABLING OBJECTIVE: To list characteristics, nutritional damage and psychological causes of anorexia nervosa.

LEARNER ACTIVITIES:

1. Divide students into small groups. Choose a magazine article on anorexia nervosa to read. Have one student read the article out loud to the group.
   - Write a character sketch on the blackboard including the physiological (physical) and psychological (emotional) characteristics of an anorexic.

- loss of weight
- dry skin
- loss of hair
- constant exercise
- forced vomiting
- can be fatal

- need for control and independence
- need to succeed
- compulsiveness
- nervousness
- depression when food is eaten
- feeling of pride in self-control
- eating becomes focus of life (replaces all other interests)
- fanatical about dieting
- fear of criticism
- fear of not living up to parents' expectations

- Look for current articles about anorexia nervosa in:
  - Family Health
  - Current Health
  - Psychology Today

2. List this example of a one-day food intake of an anorexic on the board.

   Breakfast: grapefruit juice, whites of hard boiled egg
   Lunch: salad, no dressing
   Dinner: same as lunch
   Snacks: gum, trident mints, tab, bouillon

   - Have students determine caloric value of each food.
   - What is the total caloric intake?
   - How many calories are needed for daily activities such as sleeping, sitting, normal body functions, walking?
   - How many calories are needed for physical activities such as running, biking, swimming?
   - How many calories should be eaten to maintain individual body weight?
   - What nutrients are lacking in such a severe diet?

3. Have students discuss the reasons why young people become anorexic.
   - What methods can be used to reverse this destructive behavior?

How effective are these methods?
How long does it take for the anorexic to become well again?

4. Have students think about how they would help a friend who seemed to be anorexic. Roleplay these situations:
    - Susie is becoming so thin that people avoid her for fear she has a disease that is contagious.
    - Barry runs ten miles, jumps rope for thirty minutes, and lifts weights for one hour every day so that he will maintain the proper weight for wrestling.
    - Peggy skips breakfast and lunch and eats only a small dinner. After her family goes to bed, she gorges on sweets then forces herself to vomit. Peggy's parents try to bribe her to eat normally.
    - Bobby's parents are divorced. Since their separation, Bobby has lost fifteen pounds, quit the school activities he was involved in, and avoids his friends.

TEACHER INFORMATION: This diet regimen is lacking in:

protein - needed to build and repair body cells.
fat - needed to insulate body.
vitamins - needed to keep body functions running smoothly, hair shiny, skin healthy.

Some reasons for anorexia include vanity, self-hate, attention seeking, desire for control over life, fear of being out of control.

Some methods of reversal are medication, hospitalization, psychological help, and family support.

Often in the treatment of anorexia nervosa, both the anorexic and his/her family receive counseling.

TITLE: THE EMOTIONAL ASPECTS OF NUTRITION. NEW HORIZONS IN NUTRITION
AUTHOR: ARNOLD, JUSTINE; GROGAN, JANE, ED.
PUB. DATE: 1980
LENGTH: 14 PAGES
ERIC NO.: ED 193 190

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. The focus of this booklet is on the psychological aspects of obesity. A discussion is also presented of the emotional and psychological causes of anorexia nervosa. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included.

The teaching notes contain two objectives for the unit:

1. Students will recognize the relationship between stress and protein metabolism.
2. Students will identify emotional factors which play a role in obesity and anorexia nervosa.

Suggested activities include:

1. Students can look at some recent studies on stress and the relationship of stress to hypertension, heart disease, migraine headaches, etc. They can present their findings in a panel discussion to the class. Include information on biofeedback.
2. Students can review a sample of the menus available through the School Lunch Programs. Discuss which food selections would be appropriate for someone striving to control their weight and still follow a balanced diet. If there are few or no low calorie options available, perhaps a committee of students can meet with the food service director to discuss possible alternatives.
3. Develop a series of skits in which students role play stressful situations they are likely to encounter. After each skit, allow the class to offer suggestions on how the stress might be reduced.

The pre- and post-test and answer keys are reproduced here.

PRE-TEST

1. ____ Anorexia nervosa is a physiological and psychological condition which is on the rise.
2. ____ Carbohydrate is the only nutrient which contains nitrogen.
3. ____ Positive nitrogen balance occurs during periods of growth.
4. ____ Obesity is directly an inherited condition.
5. ____ Persons today tend to be less active than in the past and therefore they require fewer kilocalories.
6. ____ Olympic marathon runners tend to have an endomorphic body build.
7. ____ During stress we are often in a state of positive nitrogen balance.
8. ____ A fat baby is not necessarily a healthy baby.
9. ____ When a person is under stress, they should increase their intake of calories.
10. ____ When on a weight reduction diet, a person should only eat foods from the Meat and Fruit and Vegetable Food Groups.

PRE-TEST KEY

1. T
2. F
3. T
4. F
5. T
6. F
7. F
8. T
9. F
10. F

POST-TEST

1. ____ Persons with anorexia nervosa usually outgrow the condition without treatment.

2. ____ A healthy adult is usually in a state of positive nitrogen balance.

3. ____ In the long run, sports such as tennis, swimming, and golf are usually preferable to competitive, contact sports.

4. ____ Ectomorphic individuals tend to gain weight easily.

5. ____ A person who has been seriously injured is in a state of negative nitrogen balance.

6. ____ Behavior modification refers to using a system of rewards to obtain the desired changes in a person's behavior.

7. ____ Stress seems to be on the rise in daily life.

8. ____ If a person is less than 30 pounds overweight, it is usually safe for them to design their own weight loss diet.

9. ____ It is possible to be overweight and still be malnourished.

10. ____ Anorexia nervosa is most likely to occur in teenagers with a history of behavior problems.

POST-TEST KEY

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. F
9. T
10. F

TITLE: YOU ARE PREGNANT! FOOD FOR TWO. WORKBOOK 3
AUTHOR: DOHRMANN, HARRIET
PUB. DATE: 1980
LENGTH: 53 PAGES
ERIC NO.: ED 194 851

This workbook is designed for use by girls enrolled in special classes for pregnant minors in high school. Through experiments and quizzes, it teaches about food values, balanced meals, calories, and nutrition, and instructs, through examples, about what should and should not be eaten to keep healthy throughout pregnancy and to ensure a healthy baby. It assists in analyzing eating habits, and furnishes an answer key to be used to check the answers written in the personal workbook. This workbook can be used in the classroom, alone, or in conjunction with two earlier workbooks: "You are Pregnant! Now What?" and "Your Baby is Born!"

A questionnaire designed to be completed before beginning the unit elicits basic information about the girls' pregnancy and food habits:

QUESTIONNAIRE ABOUT YOU

1. What is your due date? ______________________________
2. How would you describe your eating habits?
   _____ good _____ average _____ bad
3. Have you changed your eating habits since you became pregnant?
   If yes, what changes? ______________________________
4. Is there any food you cannot eat? _____
   If yes, what are they? ______________________________
5. Do you have any cravings for any foods? _____
   If yes, what foods? ______________________________
6. Name two of your favorite foods: ____________ and ____________
7. What food do you like least? ______________________________

8. How many meals a day do you generally eat? ____________________

9. Do you have a habit of snacking? _____

If yes, how many times a day? _____

10. About how much milk do you drink every day? ____________________

11. Who plans your meals? ____________________

12. Who prepares your meals? ____________________

13. About how much water do you drink every day? ____________________

14. What was your usual weight before you became pregnant? _______ lbs.

15. How many months pregnant are you? ____________________

16. How much weight have you gained? _______ lbs.

17. How much weight do you expect to gain during your pregnancy?

_______ lbs.

18. Have you ever had any problems with your weight? _____

If yes, what? ____________________

19. Do you plan to breast feed your baby? ____________________

20. Do you smoke? _____

If yes, how many cigarettes a day? _____

If yes, do you plan to stop? _____

The content of the unit focuses on the importance of good nutrition both for nourishing a fetus and for maintaining a healthy adolescent body. The five basic food nutrients (proteins, carbohydrates, fats, minerals, vitamins) are discussed. Experiments and activities are provided to reinforce learning.

Experiment on fats:

You can find out if a food contains fat by rubbing it on a piece of brown paper. If the food contains fat, a transparent spot will appear where you have rubbed. The spot will not disappear. Try this with a small piece of meat. What did you discover?

Activity on vitamins:

Draw a picture or make a list of four foods that are good sources of Vitamin C. Label them.

Other topics discussed include:

- Water
- Basic Four Food Groups
- Recommended Daily Allowances
- Nutritional Labeling
- Size of Servings
- Calories
- Weight
- Breakfast
- Snacks
- No-No's
- No--Maybe--Always
- Baby's Growth
- Breast Feeding
- Your Responsibility

Activities such as these for nutritional labeling are suggested for each topic.

Activity A:

Find a nutritional label on a food product and check the information that it gives. Paste the label in the space below.

Activity B:

If you ate everything in that can or package, how much of the nutrients you need today would have been supplied? What else would you eat today to make up for what was lacking?

An activity on baby's growth makes the student aware of changes in the growing fetus:

Pretend your baby can talk before (s)he is born and have him or her write a letter to you in the space below (see sample on the next page). Your baby is to include in the letter to you what he or she looks like, things he or she can do, and tell you why nutrition is so important and evaluate the way you have been eating.

_____ Month

If there is time in the classroom, each girl could read the letter her baby wrote to her so the other girls might enjoy it also. Letters can be written every month of pregnancy. The following tells you something about your baby for every month of growth:

2 months	1/2 inch long arms, legs, and sex organs are forming has a little mouth with lips and a tongue face is beginning to look like a person
3 months	about 3 inches long weighs about 1 ounce has tiny eyes teeth are forming has arms, hands, fingers, legs, feet, toes fingernails and toenails are beginning to form
4 months	weighs about 6 ounces about 5 inches long hair is growing on the skin doctor can hear the heartbeat
5 months	weighs about 1 pound about 12 inches long has hair on head moves around and you can feel the movement
6 months	weights about 2 pounds about 14 inches long completely formed, even has eyelashes and eyebrows
7 months	weighs a little over 2 pounds about 15 inches long is very active
8 months	weighs about 4 pounds over 16 inches long growing steadily
9 months	At the end of the ninth month, a healthy strong baby is ready to be born. Average weight is 7 to 8 pounds and length is 19 to 21 inches.

A review examination concludes the unit. An answer key for experiments, activities, and the examination is provided.

TITLE: TEENS PARENTING: THE CHALLENGE OF BABIES AND TODDLERS;
TEENS PARENTING: THE CHALLENGE OF BABIES AND TODDLERS. TEACHER'S GUIDE;
TEENS PARENTING: THE CHALLENGE OF BABIES AND TODDLERS. STUDENT STUDY GUIDE
AUTHOR: LINDSAY, JEANNE WARREN
PUB. DATE: 1981
LENGTH: 312 PAGES; 99 PAGES; 50 PAGES
ERIC NO.: ED 203 993 - ED 203 995

This guide for teenaged parents of infants and toddlers incorporates numerous comments from 61 teenage parents who chose to stay in school after the birth of their children. Topics covered are:

1. PARENTING STARTS WITH PREGNANCY

   See the doctor early!; Medical expenses of pregnancy; Nutrition during pregnancy; Smoking, alcohol, drugs = child abuse; Fetal alcohol syndrome (FAS); Prepared childbirth; For more information.

2. THOSE FIRST TWO MONTHS

   What does she look like?; What does a new baby do?; What does she want out of life?; Babies and colic; Peaceful home is needed; Bathing your newborn; The diaper question; Dealing with diaper rash; When should you call your doctor?

3. BREAST OR BOTTLE FEEDING?

   Some prefer bottle feeding; Many choose breastfeeding; Breastfeeding takes effort; Is she getting "enough"?; Getting started; Breastfeed in public?; No propped bottles--ever; Let baby set meal time.

4. HOW DO PARENTS FEEL?

   After-baby blues; Life-style changes; Handling stress; What about Father?; Three-generation living; "Who's my mother?"; Will everyone agree?

5. TWO-FIVE MONTHS: YOUR INFANT-PERSON

His world changes; Hands are big discovery; Curiosity develops; She listens and "talks"; Build trust by responding; Self-esteem is crucial; Play with baby; He likes mirrors; Keeping bedtime pleasant; Other caregivers; Extended family living; Coping with crying; Baby expenses vary; Another baby--when?; Immunizations (absolutely necessary).

6. GOOD FOOD FOR BABY

Vitamin/mineral supplements; Don't rush solid food; Solids by six months; Making baby food; Finding time to fix it; Fat-proof your baby; Drinking from a cup; When he feeds himself.

7. FIVE-NINE MONTHS: READY TO GO

Sitting-standing-crawling; Curiosity leads to crawling; Don't trust strangers! Baby learning; Continue talking to baby; Reading is important; Simple toys are best; Time for games; Not much memory yet; Water play; Time for teeth; Bedtime routine; Walkers?; Playpens?

8. CHILD-PROOFING HELPS BABY AND PARENTS

Curiosity hard to satisfy; Playpen prevents exploring; Child-proofing your home; Leave safe items out; If grandparents don't approve; Accident-proofing is essential! Start with your kitchen; Danger of poisons; Check all areas for danger; Accident-proof outside area; Is paint lead-free?; Constantly supervise water play; Car safety.

9. NINE-FIFTEEN MONTHS: SHE'S A TODDLER

Difficult stage for parents; Curiosity is crucial; Into-everything stage; Cruising and walking; Cleanliness versus hygiene; Outdoor play; More language development; Dependent on Mother; Let him help; Playing together; Providing toys; Interacting with others; What about television?; Less sleep needed now; Coping with illness; Major tasks for parents.

10. BABIES, TODDLERS, AND DISCIPLINE

Importance of discipline; What about spoiling?; Firm guidance plus freedom; Rewards are important; Each child is different; Must children be hit (spanked)?; Use "No" sparingly; Positive approach works best; Being yelled at hurts him; Constant supervision needed; Scribbling toddlers; Meals can be a hassle; Not ready to share; What about biting?; Discipline chair approach; Supermarket discipline; Extended family discipline.

11. FIFTEEN MONTHS-TWO YEARS: YOUR LITTLE RUNABOUT

Toddlers, like teenagers, struggle for independence; Temper tantrums; Most important stage in life; "Terrible Two's" not so terrible; Active play is important; Play space, play time needed; Plan for indoor play; Let him "help"; Her imagination develops; Toddlers and talking; Read to your child; Choose non-sexist books.

12. TODDLER ROUTINES

Sleep/rest still important; Solving bedtime problems; Should child sleep with parent?; Mealtime for toddlers; Coping with messiness; Toddler needs less food; Outlaw junk food; What about weaning?; Care for toddlers' teeth; Sharing toddler care; Don't rush toilet training; Rent-a-kid method.

13. YOU MAY HAVE PROBLEMS

Never enough money; Heavy expenses of moving out; More on three-generation living; Is marriage a solution?; Rebecca's story; Marriage can work; Speaking of fathers; Repeat pregnancies occur; What are your options?

14. SOMETIMES PARENTS FEEL TRAPPED

No more kids; Children may suffer; Who needs help?; Becky attempted suicide; Help from community resources.

15. YOUR FUTURE--YOUR CHILD'S FUTURE

Continuing school is crucial; Marriage may limit schooling; Fewer graduates need welfare; Job can help self-esteem; Day care desperately needed; If relatives can't help; Choosing a caregiver; Paying for child care; Writing your "life script."

The Appendix includes: (1) Toys to Make for Children Under Two; (2) Description of Interview Group; (3) References; and (4) Index.

A Teacher's Guide and a Student Study Guide are available for Teens Parenting. The nonconsumable Student Guide contains study questions, suggested writing assignments, and student projects for each chapter. The Teacher's Guide includes the study questions with suggested responses, quizzes covering the information in the book, additional curriculum suggestions, an extensive annotated bibliography of parenting books, and a section titled "The Fine Art of Teaching Parenting."

The following material on handling stress, excerpted from Chapter 4: How Do Parents Really Feel?, illustrates the interrelationship among Curriculum Guide, Teacher's Guide, and Student Study Guide.

From the Curriculum Guide:

Handling Stress

Bonding with your baby means falling in love. It has all the same ups and downs about it. Anybody who has ever fallen in love with anyone knows there are times when the person you love the most can make you terribly angry as well as lift your spirits remarkably. This can be true of your baby.

Sometime during the first two months you should feel this surge of love, that this baby is truly yours.

But it's all right if sometimes that baby makes you feel angry and frustrated. It's all right that some mothers sometimes want to run away from home.

But all mothers (and fathers) need to learn ways of dealing with this stress. Sometimes it means someone else giving you a break. Sometimes it means leaving the housework and going to visit a friend for a change of pace. Sometimes it may mean calling a hot line. Every mother is going to have some of these feelings at some time.

> I remember some nights I just wanted to go crazy because I didn't know what to do.
>
> Being alone is hard. I used to wish that Norm just had half the responsibility--just to let him have a baby for a week, for a night. But of course I would never do that. But it was hard. It's hard to remember now the times I stayed up at night and just pulled my hair and wanted to run away. I'm at home with the baby most of the time now. (Julie, 16 - Sonja, 7 months)

Girls are often reluctant to ask their fathers to baby-sit, but sometimes a grandfather is a fine person to watch the baby. It gives him a feeling of participating and helping his daughter through a difficult time. It gives him a way to involve himself.

If you start feeling tense and uptight, and you have no one else to take care of the baby, what can you do? Sometimes it's better to put her in her crib where you know she's safe, then walk away from her for a short time. This may be better for baby than if you try to cope with more than you can handle right now.

You may need to get out of the house. Go out in the back yard and walk around. Or run around in circles until you feel the stress go.

> There are times when you just want to spank her butt so hard. What I've done a few times is lay Sonja down and take a walk. There have been a couple of times at 2 A.M. when I couldn't do anything with her, so I'd lay her down and walk around the block--even though it's not the safest neighborhood in the world. (Julie)

From the Student Study Guide:

What does "bonding" with baby mean?

Caring for a baby is sometimes frustrating. She cries and cries and you can't seem to do a thing about it. There are times in all parents' lives when parenting becomes very frustrating. How do or might you handle this kind of stress so that you don't take your frustrations out on your baby?

From the Teacher's Guide:

Objective

To think about ways of handling the inevitable frustrations of dealing with a baby's crying.

Study Guide

What does "bonding" with baby mean?

Bonding with baby means falling in love with her.

Caring for a baby is sometimes frustrating. She cries and cries and you can't seem to do a thing about it. There are times in all parents' lives when parenting becomes very frustrating. How do or might you handle this kind of stress so that you don't take your frustrations out on your baby?

Answers will vary, but should include comments about getting help from others while mother takes "time out" from baby care.

Writing Assignment

Pretend you are a month-old baby. How do you feel when you wake up wet and hungry? How do you feel when, even though you have just been fed and changed, you still cry? What do you want from your mother? Write a descriptive paragraph about your feelings. Use lots of adjectives. (NOTE: This assignment is not in the Student Study Guide. You may want to assign it separately.)

Guest Speaker

Obstetrical nurse or other knowledgeable person to discuss bonding between newborn and parents.

Film

"Are You Ready for the Post Partum Experience?" Parenting Pictures.

The good things about new parenthood are discussed along with depression, lack of sleep, and other difficulties of living with a new baby. Feelings are stressed.

Sound Filmstrips

"A Life Begins . . . A Life Changes . . . The School Age Parent," Set 1, "Becoming a Parent: The Emotional Impact." Five filmstrips. Parents' Magazine Films, Inc.

This filmstrip set, through dramatizations based on actual case studies, looks at the emotional impact of parenthood for teenagers. It may help school age parents better understand and deal with the often confusing situations brought about by early parenthood.

"A Life Begins . . . A Life Changes . . . The School Age Parent," Set 4, "Building a Future," Filmstrip 1, "Parent and Child: Establishing a Relationship." Parents' Magazine Films, Inc.

A young mother usually expects to love her child at first sight, then is upset if this doesn't happen. The filmstrip points out that sometimes parent-child bonds are not established instantly, especially in situations where young parents are living with emotional stress. Love develops as the parent and child spend time together and learn about one another.

TITLE: FAMILY RELATIONSHIPS AND PARENTING EDUCATION: WITH SPECIAL EMPHASIS ON PARENTING. INSTRUCTOR MATERIAL
PUB. DATE: 1981
LENGTH: 159 PAGES
ERIC NO.: ED 214 088

This unit on Parenting, one of several modules designed for instructional use at the 11th and 12th grade levels, is part of a series representing selected elements of a Family Relationships and Parenting Education semester-long course. The materials in this instructor manual, designed to equip students with the knowledge and skills needed for dealing with adult parenting roles, contain five instructional units: (1) Parenting Defined; (2) Considering Parenthood; (3) Developmental Stages in Parenting; (4) Social Responsibility for Parenting; and (5) Career Development. Each instructional unit includes measurable objectives and an outline of suggested activities for accomplishing specific objectives. Information sheets containing essential facts for the teaching of a unit are provided for each unit, along with assignment sheets and answers, transparency masters, and job sheets. A test is included at the end of each unit to measure student attainment of specific objectives; answers to the tests are also provided.

The job sheets for Unit 3, Developmental Stages in Parenting, are reproduced here.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

JOB SHEET 1: PERSPECTIVES ON PARENTING

I. Equipment and Materials Needed:
    A. JS-III-2: "Interview Sheet - Perspectives on Parenting"
    B. JS-III-3: "Summary Sheet - Perspectives on Parenting"
    C. JS-III-4: Student/Teacher Evaluation for Job Sheet 1
    D. Pen or pencil

II. Procedure:

A. Divide class into groups.

B. Assign responsibilities within the group for interviewing a parent who is in any of the following developmental stages of parenting:

1. An expectant parent

2. A new mother or father (first child is an infant or preschooler)

3. Mother or father of a child in elementary school

4. Mother or father of a teenager

5. Mother or father of an adult

NOTE: It is recommended that at least one parent in each developmental stage be interviewed and that the interviewers be somewhat equally divided between male and female respondents.

C. Telephone, write a letter, or personally contact the individual you wish to interview and set up a time for the interview.

NOTE: Check with your teacher for procedures to follow in requesting an interview.

D. Conduct the interview using JS-III-2: "Interview Sheet--Perspectives on Parenting" to gain information.

E. Follow up the interview with a personal note expressing appreciation to the individual you interviewed.

F. Share information from interview with group members.

G. As a group, complete JS-III-3: "Summary Sheet--Perspectives on Parenting."

H. As a group, present the information from the group's Summary Sheet to the entire class.

I. Submit Interview Sheet and the group's Summary Sheet to the teacher.

J. Evaluate work on the project by completing the student section of JS-III-4: Student/Teacher Evaluation for Job Sheet 1.

JOB SHEET 2: INTERVIEW SHEET--PERSPECTIVES ON PARENTING

Note: The interviewee's name should be kept confidential when reporting information from this interview.

General Information:

A. How many children do you have and what are their ages? ________
____

B. If you are a grandparent, how many grandchildren do you have and what are their ages? ______________________________
____

C. Sex of the interviewee: (Circle) Male Female

D. The interviewee is in the following developmental stage(s) of parenting: (Circle the one(s) which apply.)

1. Expectant parent
2. New parent
3. Parent of elementary school-age child
4. Parent of teenager
5. Parent of adult

Decision to Parent:

E. If married, was the decision to become parents a mutual one for you and your spouse? ______________________________

F. Did you ever consider not having children? ________________

Preparation for Parenthood:

G. How did you prepare (or are you preparing) for your role as a parent? (If you adopted the child, was your preparation different than it might have been if you were the child's biological parent?)

Adjustments to Parenthood:

H. What adjustments has parenthood brought in your life?

I. How are responsibilities for child care divided within your family?

J. What are some of the joys of being a parent?

K. What are some of the frustrations of being a parent?

L. If you are the parent of an older child or children, has your parenting role changed as your child(ren) have been growing up?

M. How do you think you will react (or did react) to your child growing up and leaving home?

N. If you are a grandparent, are your attitudes toward your grandchildren very different from those you hold toward your children? How?

O. If you are presently employed, has parenthood affected your job or career plans?

P. If employed, what adjustments, if any, have you made to balance the demands of your job and your responsibilities as a parent?

JOB SHEET 3: SUMMARY SHEET--PERSPECTIVES ON PARENTING

Directions: After each group member has shared information with the group from their interview sheet, compile, as a group, the information requested on this Summary Sheet.

1. Decision to parent--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

2. Preparation for parenthood--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

3. Adjustments to parenthood--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

   How did grandparents' attitudes toward their grandchildren vary from those they had toward their children?

JOB SHEET 4: STUDENT/TEACHER EVALUATION FOR JOB SHEET 1

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

	Student Evaluation	Teacher Evaluation	Comments
A. Appropriate procedures as identified by the teacher were followed in setting up an interview.	Yes No	Yes No	
B. A parent was interviewed using the "Interview Sheet--Perspectives on Parenting" as a guide.	Yes No	Yes No	
C. The "Interview Sheet--Perspectives on Parenting" was completed.	Yes No	Yes No	
D. A personal note of appreciation was written to the individual who was interviewed.	Yes No	Yes No	
E. Information from the "Interview Sheet--Perspectives on Parenting" was reported to the group	Yes No	Yes No	
F. Student participation in group discussion and completion of "Summary Sheet--Perspectives on Parenting"	Yes No	Yes No	
G. Student participation in group's presentation to the class	Yes No	Yes No	
H. Student submitted "Interview Sheet--Perspectives on Parenting" and the group's "Summary Sheet--Perspectives on Parenting" to the teacher	Yes No	Yes No	

Turn in this Evaluation Sheet to receive the teacher's evaluation.

TITLE: BASIC HELPING SKILLS TRAINING PROGRAM, PART I: SELF
INSTRUCTIONAL. GEORGIA COMPREHENSIVE GUIDANCE SERIES;
BASIC HELPING SKILLS TRAINING PROGRAM, PART II: GROUP
ORIENTED ACTIVITIES. GEORGIA GUIDANCE SERIES
AUTHOR: DALY, MICHAEL J.; MOORE, EARL J.
PUB. DATE: 1980; 1981
LENGTH: 134 PAGES; 81 PAGES
ERIC NO.: ED 222 850; ED 222 851

This manual is one of four volumes in a staff development series designed for use with the Georgia Comprehensive Guidance and Counseling units. The helping skills training program, developed to equip school personnel with the competencies necessary to establish and maintain interpersonal relationships, has two components, this self-instructional manual for individual (written) practice, and Part 2 for group activities practice. The materials are presented in seven sequential competency units, i.e., attending, listening, perceiving, responding, confrontation and feedback, personalizing, and initiating skills. The format for each unit in Part 1 consists of objectives, background narrative, written exercises, self-initiating exercises, self-evaluation, and a competency checklist. Worksheets with space for written exercises and an answer section for each unit are included. Each unit in Part 2 contains group activities/exercises complementing the written ones in Part 1 and meant to be practiced in the training group. An introduction to Part 2 describes the necessary characteristics of the training group and suggests ways in which Parts 1 and 2 can be coordinated, and provides specific guidelines for the group leader. A series of warm-up exercises precedes the seven content units and a reference list is appended. Although the materials were designed as staff development units they are appropriate for use with adolescents.

The sections on confrontation from Parts 1 and 2 are reproduced on the following pages.

PART 1

VI. Confrontation and Feedback Skills

Objective VI: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship.

Feedback and confrontation are two closely related helping skills that can be extremely beneficial to you. The term feedback is a word that has been borrowed from the field of electronics, where information is fed back, into an electrical system so that corrections can be made. In the helping relationship, personal information can be fed back (feedback) to individuals to give them a better idea of how they are being received by others. With this information, they can either continue to do what they are doing or change their behavior. Feedback should be specific, helpful, and given at the right time.

Confrontation is a little stronger term. Confrontation is usually a direct statement that challenges persons to face themselves honestly and realistically. It is a powerful skill when used effectively but should be used with caution, and only after initial trust has developed in the helping relationship. Confrontation is a type of feedback that can greatly influence the student when it is used with the right attitude. Remember that confrontation is a direct statement that describes a specific feeling, problem, or inconsistency in the person you are confronting. It is usually used in a format similar to "*on the one hand* you're telling me you like your English teacher, *but on the other hand* you're always criticizing her." A confrontation like this points out the *inconsistency* between *words* (saying you like the teacher) and *actions* (always criticizing her). The purpose of this type of direct statement is to increase students' understanding of themselves and their particular situation. Persons may not realize that they are being inconsistent, and a confronting response from a concerned and caring helper can help them to clear up the inconsistency. A note of caution, however, is in order. If confrontation is delivered with a harsh attitude, it will scare students and they may become defensive. To reemphasize, confront inconsistencies only when trust is established in the relationship and only with a caring attitude. Now for a couple of examples.

> *Situation 1:*
>
> An individual states that he really wants to pass a test, yet he spends no time studying for it.
>
> *Confrontive Response:*
>
> "On one hand you tell me that you want to pass the test, but on the other hand you are not studying for it. That's inconsistent."
>
> *Situation 2:*
>
> An individual says how much he loves school yet he is missing two days of school each week.
>
> *Confrontive Response:*
>
> "You're telling me that you really love school but you are missing days for no reason. That doesn't fit together."

Both of these example confrontive responses, if given with a caring attitude, would have given individuals a chance to examine the inconsistency of what they said and what they actually did. It also would have given them the opportunity to examine the possible consequences of their behavior.

Now for some exercises in confrontation.

Exercise 21: Self-Confrontation

Purpose: To practice confrontation.

Procedure: Before confronting others, it is best to practice on yourself, because harsh and inappropriate confrontation will do more harm than good.

1. Think of two areas in your life in which you could benefit from some kind of challenge or constructive confrontations, areas in which you would like to examine yourself

more carefully. (For example: a bad temper, being "moody," allowing others to push you around, not speaking up for yourself, etc.).

2. Now, write a paragraph in which you confront yourself quite harshly.
3. Next, write a paragraph in which you confront yourself more gently and caringly.
4. After writing out these self-confrontations, share them with a partner in your training group. How does it feel to "blast yourself" harshly? What difference did it make when you confronted yourself more lovingly?

Exercise 22: Confrontation

Purpose: To practice formulating confrontive responses.

Procedure: Below are three statements. Read the statement, think about any inconsistency in it, and write out a helpful confrontive response below it. Some possible answers are on the next page.

Situation 1:

A young student states that she really loves her parents but as she says this her face looks very sad.

Confrontive Response:

"____

____."

Situation 2:

A student says that he is very interested in making the football team but he has not shown up for three tryout practice sessions.

Confrontive Response:

"____

____."

Situation 3:

An individual states that he really wants to raise his grades--but he never attends the study-help sessions.

Confrontive Response:

"____

____."

Answers to Confrontation Exercise

1. "On the one hand you tell me you love your parents but at the same time you look sad."
2. "You say you want to be a varsity football player but you've missed all the tryouts."
3. "On the one hand you tell me you really want to raise your grades, but on the other hand you are not showing up for the study-help sessions. I don't understand."

The group practice from Part I for the same skill is as follows:

Purpose: To practice confrontation with a partner.

Procedure:

1. Remember the suggested format for confrontation: "on the one hand . . . but on the other hand. . . ."
2. Find a partner and move to a corner of the room.
3. Partner A should make up a couple of examples similar to the ones used to demonstrate confrontation. For example, telling a person you are happy with a frown on your face, etc. Partner B will then confront the inconsistency.

4. After several examples switch roles and partner A will be the confronter.

5. After both partners have had an opportunity to confront, they should discuss the whole idea of confrontation. How does it make you feel? Do you think it is useful or not? Are you comfortable confronting another person? What would help you become a more effective confronter?

TITLE: MORE LIFE SKILLS
AUTHOR: HEARN, JOAN
PUB. DATE: 1981
LENGTH: 349 PAGES
ERIC NO.: ED 218 437

Designed to supplement already existing life skills instructional materials, this manual consists of 30 lessons to help students develop general, transferrable skills in four areas--attending behaviors, cognition, self-management, and critical thinking. The following topics are among those covered in the lessons: eye contact, body posture, tracking, paraphrasing, and mirroring; portraying oneself; brainstorming; surveying marketable skills; nonstressful feedback; preparing a plan for acquiring a chosen life skill; setting goals; choosing a marriage partner; dealing with positive, negative, and neutral feedback; management; management of resources; cognition in listening; and critical thinking. Each lesson includes an overview, resources required, objectives, stimulus, evocation, skill practice/objective inquiry, skill application, and evaluation.

The lesson on tracking is reproduced here.

ATTENDING BEHAVIOURS (2)

Overview

The student practices how to do "tracking" in a conversation by making minimal encouraging noises and asking questions that keep him/her following what the speaker is saying.

Resources Required

Film clip.

A box containing slips of paper with names of all participants.

Chairs for participants and coach.

Objective

By the end of the lesson participants will be able to converse with any other member of the group using minimal encouragers and following or tracking questions. They will simultaneously display nonverbal attending behaviors already practiced.

Stimulus

Tell the students that this lesson will help them to talk more easily to other people. Remind them that in the previous lesson they had learned to encourage people by looking at their faces and by showing with their body posture that they were interested and concerned. In this lesson they are going to learn ways of responding that will encourage the other person and will help them to understand the other person better.

Tell them that first they will look at a film clip which shows that just using eye contact and body posture is not enough.

Film clip:

A woman is talking to a man. The man maintains eye contact and his body posture indicates he is paying attention but he does not say a word.

Woman: You'll never guess what I saw downtown today! (pauses) Wanna know what I saw? (pauses) (She is beginning to run very slightly out of steam.) Well, I saw this old guy walking along and he was kind of stumbling a bit, you know.

Man changes position, is still attentive but says nothing.

> . . . And, well, I looked away for a minute, like I didn't want to seem to be staring, I mean it's rude, eh? (pauses) And when I looked again, you know what he was doing? (Pauses, this is beginning to get her down.) He was stepping off the curb right in front of a bus. (weakly) Well, I was very surprised. I mean I thought he'd be killed. (pauses) Well, (flatly) I've never seen anything like that before.

(Finish)

Tell the group or ask them questions to bring out the fact that the man did not say anything that showed he was interested; he did not ask any questions.

Tell the group that the goal of this lesson is that every member, by the end of the session, should be able to encourage any other member of the group to continue a story or description by making encouraging statements and by asking questions which will help the questioner to get the story straight in addition to maintaining eye contact and maintaining attentive body posture.

Evocation

Ask the group how they think the woman in the film clip felt. Ask them if they think she felt that the man was interested in what she had to say. Did she feel disappointed? Did she feel silly? Let down? (Whatever else comes up).

Tell the group you are going to re-play the film clip and stop it every time the woman pauses and allow the group to suggest questions the man might have asked or responses he might have made. Make it clear that the purpose is both to get the story straight as well as to encourage the woman so that it is perfectly all right for the man to say "Mm-mm" or "What?" or to repeat the last few words.

Next, ask the group to think of any additional questions one might have asked to get the story straight or to get more details. Emphasize that saying "Now, have I got this straight?", or asking for clarification is an acceptable response.

Skill Practice/Objective Inquiry

Have the participants stand in a row. Tell them we are going to tell each other the story of Goldilocks and the Three Bears. The first person in the row starts off with, "Once upon a time there was a little girl called Goldilocks" or "Once upon a time there was a Papa Bear and a Mama Bear and a Baby Bear." The next person must: (1) make one minimal encouragement (e.g., "There was?"; "I see.") and (2) ask one question to help get the story straight. It doesn't matter whether the encouraging question or the substantive question is asked first.

The second person then turns to the third person and repeats what s/he knows. The third person then asks one of each kind of question and repeats the sum total of what s/he knows to the next person. The practice continues down the row and back up again until the story is completed. People asking and being asked questions must maintain eye contact.

Ask the group if they find it difficult to think of questions. Which are the more difficult kind to ask: the minimal encouragers or the tracking questions? Do they like being asked questions? Does it make them feel good? Does it make them feel the other person really cares about their answers?

Then tell the group that you are going to start a story, but that you will pause every sentence or so and point to one or other member of the group for a response. Group members are to alternate in making encouraging (minimal) responses and asking substantive (tracking) questions. Group members are to maintain attending body posture and you will make eye contact with each person in turn as you ask questions.

The story will have to be varied a little according to the responses, but it should go something like this:

> I come from a town in California. It is the capital of California, Sacramento. The population is one million people. Before I came to Canada I had never seen real snow. I had seen it on television and at the movies. I had never realized that the weather could be so cold as it gets here. But mainly, I had no idea that ice was so slippery. Skating looks very easy when you see people doing it on T.V. When a Canadian friend asked me to go skating, I didn't worry at all. I just went out and bought some skates and met him at the skating rink. Can you imagine the first thing that happened to me when I got on the ice?

Skill Application

Each participant picks a name out of a box. Each participant listens while his/her partner tells about the most delicious meal s/he has every eaten. Participants must ask at least two "encouraging" questions and two questions requiring substantive answers. Participants must also exhibit eye contact and appropriate body posture.

Evaluation

Ask the group:

What did we practice doing today? How did we figure out it was a good thing to look at these problems?

What would be a good way to use these new skills?

What would be other good ways to make sure we really understand people?

Are there other ways we can make people feel we are really interested in what they have to say?

TITLE: SOCIAL SKILLS TRAINING: A MANUAL FOR TEACHING ASSERTIVE BEHAVIORS TO CHILDREN AND ADOLESCENTS
AUTHOR: WAKSMAN, STEVEN A.; MESSMER, COOKI LANDIS
PUB. DATE: 1979
LENGTH: 34 PAGES
ERIC NO.: ED 224 587

Providing a program for teaching assertive behavior and social skills to adolescents, this manual contains specific instructions, activities, worksheets, and homework assignments. (Assertive behavior is typically distinguished from both passive behavior and aggressive behavior and is believed to be a component of effective social and psychological functioning.) The activities and procedures offered are organized into materials for 12 sessions and are presented in a manner intended to facilitate their use by teachers, counselors, social workers, or psychologists working with groups of children. Although designed for adolescents, the activities may be modified for younger children. Procedures have been field-tested in various settings and have been shown to enhance children's assertive skills, self-descriptions, and sense of responsibility. Experience in conducting the assertiveness program indicates that 45-minute sessions held twice a week are appropriate. It is important to note that teachers or counselors who know little about assertion training principles should obtain training before attempting to implement these procedures and, of equal importance, obtain the services of a consultant who will act as a resource person while the course is conducted. A set of 40 additional assertion training activities, based on situations involving requests and refusals, is appended.

The plan and materials for Session 2 are reproduced here.

Session #2

Goal: To review passive, aggressive and assertive terms, "eye contact," "voice volume," "requests and refusals." To understand how to use "goal statements."

Objectives: Participants will be able to make clear goal statements.

Procedures:
1. Review concepts from Session #1.
2. Pass out Worksheet #1 and instruct participants to complete it. After everyone has completed the worksheet, go over the answers and correct any errors.
3. Explain "goal clarity" and review examples. Goal Clarity: For others to grant your requests, it is necessary for them to clearly understand just what you want. "Goal clarity" involves people stating their desires in short, specific statements. A clear goal is expressed in one sentence.

   Examples:
   a. General request to parent: "I want you to treat me better."
   b. Specific request to parent: "I want $5 per week for an allowance." "I want you to look at me and listen when I speak to you."
   c. General request to peer: "I want you to stop bothering me."
   d. Specific request to peer: "I want you to stop calling me names." "I want you to stop poking me."

   Note: It is important to make clear that nobody is always passive, aggressive or assertive. Rather, each of us is like this at times or in certain situations. By becoming more aware of our behavior and by practicing alternative behaviors, we may change our behavior if we choose.
4. Pass out Worksheet #2 and instruct participants to complete it.
5. Ask participants to "pair off" and share their "goal statements" with their partners. Review answers with entire group.

Worksheet #2

Write your statements in complete sentences.

What I Want (Requests)	What I Don't Want (Refusals)
Parents:	Parents:
Teachers:	Teachers:
Friends:	Friends:
Self:	Self:

Name ______________________________

Examples of Requests and Refusals

Requests

1. To friends:
    - a. I want to go ice skating Friday.
    - b. I want you to come to school earlier.
    - c. I just want you to care more.
2. To teachers:
    - a. I would like a break during the period.
    - b. I want to stay inside when it's cold.
    - c. I want you to listen to me more.
    - d. I would like five minutes a day to goof off.
3. To parents:
    - a. I want you to trust me to be outside after it gets dark.
    - b. I want $5.00 allowance each week.
    - c. I want to stay up later another half-hour.
4. To self:
    - a. I want to save my money.
    - b. I want to make more friends.
    - c. I want to lose 10 pounds.

Refusals

1. To friends:
    - a. I don't want you to bug me today.
    - b. I don't want you to act as if you don't care about me.
    - c. I don't want to meet you Friday nights.
2. To teachers:
    - a. I don't want to do spelling now.
    - b. I don't want you to scold me in front of my friends.
    - c. I don't want to work so fast.
3. To parents:
    - a. I don't want to do the dishes tonight.
    - b. I don't want to "baby-sit" my brother/sister this weekend.
    - c. I don't want to be grounded for one "C" grade.

4. To self:

    a. I don't want a messy room.
    b. I don't want to curse so much.
    c. I don't want to cut school.

TITLE: IMPROVING SELF WORTH BY LEARNING TO COPE WITH DISTRESS: A TEACHING MODEL PRODUCED FOR MID-ADOLESCENTS IN THE ANN ARBOR PUBLIC SCHOOLS
AUTHOR: LOVES, JAMES G.
PUB. DATE: 1981
LENGTH: 37 PAGES
ERIC NO.: CG 016 817

The goal of this teaching model is to improve the health and well-being of high school students through instruction in recognizing personal distress and utilizing effective coping techniques. Each of the six lessons--Understanding Stress, Recognizing Our Stress Symptoms, How Stress Affects the Body, Our Lifestyle Can Reduce Stress, Coping, Coping--Quieting Response--focuses on a competency, e.g., understanding that stress is a natural response. Performance objectives relevant to each competency are stated and activities are suggested for accomplishing each. Diagrams and charts which illustrate various aspects of stress, such as physiological stress, distress and coping, the physiology of stress, and a distress "prevention" lifestyle, are provided, accompanied by a teacher's guide for their use.

Lesson 2, Recognizing Your Stress Symptoms and the accompanying chart are reproduced here.

LESSON 2: RECOGNIZING OUR STRESS SYMPTOMS

Competency

Understand that when our body is subjected to a stressor a reaction occurs. This reaction appears with a variety of signals (symptoms) which are both specific and nonspecific. The symptoms vary in nature and intensity according to the degree of the stressor and physiological condition of our body.

Performance Objective 1 (Suggested time 10-15 min.)

Learn to recognize our symptoms of stress. It is important that we learn our individual physiological signs of stress so that we can initiate appropriate behavior to reduce it.

Suggested Procedure:

Quickly review Lesson 1, Performance Objective 2 where the nature of stress was discussed. Recall that stress is natural and that it is both good and bad for our bodies. When we exercise, we create stress which is generally good and is an example of eustress (good stress).

Exercise produces a need for more oxygen in our muscles so our heart must pump more rapidly to meet the demand. When our exercise is concluded, our muscles no longer need the extra oxygen so our heart returns to a slower rate. Increased heart rate is predictable, identifiable and a specific reaction to exercise.

A potentially frightening event such as giving a speech may produce the same reaction as exercise. We worry about forgetting parts of our speech and making a fool of ourself which is very threatening. As our anxiety increases our nervous system asks the heart (cardiovascular system) to beat faster to help us cope with the threatening situation. In this example, excessive heart and breathing rates are detrimental to our thoughts, speech making ability and general health. This form of stress is known as distress or bad stress. (Using this example, one could point out that a small amount of anxiety frequently is helpful in motivating the speaker to be more enthusiastic.)

In these examples, an increased heart rate was a specific reaction to exercise and anxiety. Our nervous and endocrine (glandular) systems also react in a nonspecific way to help prepare the body to meet the demands of the stressor and then to return it to its prestressor condition. The term nonspecific refers to the wide variety of responses made by our many nerves, glands and muscles.

Performance Objective 2 (Suggested time 20 min.)

Identify several of our common physiological symptoms of stress.

Suggested Procedure:

Use the increased heart rate examples provided in this lesson, Performance Objective 1 to begin a discussion and brainstorm session about our various stress signals. Write these on the board and then use the illustration Recognizing Stress. This should help serve as a review source and introduce the How Distress Affects the Body lesson.

DISTRESS & COPING

Recognizing Stress

Distress is both nonspecific and specific. Often we are not aware that we are experiencing tension over an extended period of time. Our worries and anxieties cause us to develop illnesses such as digestive disorders, migraine headaches, skin disorders, fatigue, severe depression and general lowering of the body's ability to combat harmful bacteria and viruses. More specific symptoms of distress are closely related to these illnesses but we are more aware of them.

Some specific symptoms are:

Rapid Breathing
Rapid Heart
Perspiration
Lump in Throat
Stomach Ache
Tension
Hands Trembling

TITLE: RELAXATION TRAINING: A STRESS MANAGEMENT MODEL FOR SCHOOLS
AUTHOR: MATTHEWS, DORIS B.; JUSTICE, CHRISTINE
PUB. DATE: 1983
LENGTH: 33 PAGES
ERIC NO.: CG 016 804

This paper addresses five basic considerations in the introduction of a school relaxation program: (1) will implementation require additional personnel?; (2) how much inservice do teachers and other staff need?; (3) how much time in the instructional program does the technique require?; (4) what materials are appropriate for implementing the relaxation program?; and (5) what success can the student expect? A discussion, with specific suggestions for materials and procedures, based on two relaxation research studies, is provided for each of the five questions. A seven page reference list is included. The list of relaxation program materials with ordering information is provided here.

APPENDIX A

Materials Appropriate for Relaxation Programs in Schools

Relaxation Exercises

1. Peace, Harmony, Awareness: A Relaxation Program for Children by Mimi Lupin

   Order from: Teaching Resources
   50 Pond Park Road
   Hingham, Massachusetts Price $79.95

2. Q.R. for Young People (ages 10+) by Margaret Holland

   Order from: Q.R. Institute-South
   8509 North 29th Street
   Tampa, Florida 33604 Price $49.50

3. Kiddie Q.R. (ages 5-10) by Liz Stroebel

Order from: Q.R. Institute
119 Forest Drive
Wethersfield, Connecticut 06109 Price $49.50

4. The Relaxation and Stress Management Program by Edward A. Charlesworth

Order from: Biobehavioral Publishers and Distributors, Inc.
P.O. Box 1102
Houston, Texas 77001 Price $29.95

5. Relaxation Exercises for Young People (ages 10+) by Doris B. Matthews

Information from:

Doris B. Matthews
P.O. Box 1715
South Carolina State College
Orangeburg, South Carolina 29117

Biofeedback Instruments

Wrist Temperature Indicator

Order from: Bio-Temp Products, Inc.
1950 West 86th Street
Indianapolis, Indiana 46260 Price $10.00

GSR^2

Order from: Thought Technology, Ltd.
2193 Clifton Avenue
Montreal, Quebec
Canada H4A 2N5 Price $38.00

TITLE: COMPUTER ANALYZED STRESS-EPISODE CARDS: A SELF-AWARENESS FEEDBACK TECHNIQUE
AUTHOR: DANIELS, CRAIG E.
PUB. DATE: 1981
LENGTH: 17 PAGES
ERIC NO.: ED 214 037

Increasing self-awareness of stress pattern responses is often difficult. Traditionally this is accomplished by having individuals complete daily diaries or stress logs. However, end of day diaries suffer from halo effects and selective remembering; and most persons find that maintaining detailed daily activity logs sufficiently tedious that compliance is low.

A second problem inherent in chronological logs and diaries lies in the analysis of the information. Since participants often have limited experience in looking for patterns in a set of data, it is difficult for them to derive much useful information from their diaries on their own.

Procedure. The stress-episode cards attempt to remedy both these problems by having subjects complete 3" x 5" printed cards as soon as possible after each self-defined stressful episode. These cards require approximately 30 seconds to complete and elicit information about the magnitude of the stressful episode, associated feelings and body responses, and situational variables (i.e., location, persons involved, activity).

The stress-card procedure facilitates participant efforts to find patterns in the data by computer analyzing the information on the cards and organizing it in a number of simple presentation formats (e.g., magnitude of the episode and feelings by time of day, frequency of each body response over all episodes). Each of these formats is accompanied by a series of specific questions (e.g., "Do your stressful episodes tend to cluster at certain times of the day?" or "Do your stressful episodes tend to occur mostly on certain days of the week?"). Individual computer printouts are generated and given to each person on a weekly basis and can either include just the data from the previous week or all the data to date.

The instructions for completing the stress episode cards are reproduced here.

HOW STRESSFUL WAS THE EPISODE?

Since this is a highly subjective question, it is difficult to write definitions for *slightly, moderately, very and extremely stressful* which will mean the same thing to each person. Try, however, to be as consistent as possible in answering this question and use the following guidelines to help.

slightly - mild, short-lived stress; a fleeting experience like the ripple on a lake produced by a summer breeze, e.g., passing annoyance, a pleasant daydream, mild fleeting anxiety or guilt.

moderately - more intense and/or longer lasting stress; choppy water produced by a brisk breeze.

very - very aroused or stressed; an observer would usually be able to tell that you were very angry, depressed, elated, etc., or if you are maintaining a calm exterior you are seething inside. Like a summer storm, the episode may be relatively short-lived and intense or it may last for a considerable time. If you are still aroused after half an hour, complete a second stress-episode card.

extremely - unusually intense or extreme stress, e.g., raging anger, numbing fear, transporting ecstasy, et al.

HOW DID YOU FEEL DURING THE EPISODE?

Feelings during and immediately following stress producing situations are valuable not only when looking for patterns among the episodes but also for suggesting coping strategies. In addition to the feelings associated with distress, it is important to become aware of how often you feel *happy, joyful* or *playful* and the situations which lead to these *eustress* feelings.

HOW DID YOUR BODY RESPOND?

In a previous section you imagined a stressful situation and recorded how your body would respond. The stress-episode cards provide a more valid measure of your stress pattern since it is measured across several different situations occurring over a period of time.

LOCATION, PERSONS INVOLVED, ACTION PRECEDING & DURING

This final section is extremely useful in showing patterns among the stressful episodes and in understanding the aspects of the situations which are "triggering" the stress response. If the cards are being computer-scored, it is important to code as much information as possible using only one letter or number per box. Use abbreviations liberally, refer to people by initials. Do not add boxes!

TITLE: COUNSELING STUDENTS K-12 FOR STRESS MANAGEMENT: AN ERIC/CAPS FACT SHEET
AUTHOR: HERBERT, DEBORAH
PUB. DATE: 1983
LENGTH: 2 PAGES
AVAILABILITY: ERIC/CAPS, 2108 SCHOOL OF EDUCATION, THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MI 48109

Counseling Students K-12 for Stress Management

Stress Points to Keep in Mind

"Stress is essentially the wear and tear on the body caused by life at any one time." (Dr. Hans Selye, international authority on stress.)

Stress usually develops in response to excessive, persistent or intense demands, whether in the environment or within the individual.

Demands or stressors are essentially neutral--it is our perception of them that determines whether they have a positive or negative effect. These perceptions are based on our belief, values, assumptions and attitudes.

The secret of healthy stress is to achieve a match between stressors and the individual's current response capabilities. One person's distress may be another person's challenge.

Our perception of demands as excessive or threatening produces a variety of physical symptoms; e.g., increased heart rate, tenseness in the stomach, sweaty palms, headaches, loss of appetite, and insomnia. Emotional effects such as anxiety, depression and hopelessness can result from long-term or diffuse stress, as well as from specific traumatic events.

Stress management refers to physical and cognitive coping techniques. Examples include: relaxation training (breathing and muscle control); appropriate diet, exercise and rest; non-abuse of drugs and other substances; cognitive restructuring or rescripting (a process of examining our beliefs and changing our silent self-talk); time management; goal setting; biofeedback; guided imagery; and various meditation and yoga disciplines.

Stress in School Children and Adolescents

The increasingly complex demands of living in a fast-paced, fast-changing society fall equally upon children, adolescents and adults. In fact, young people may have a harder time because they have even less control of their world. Their adaptive mechanisms and strategies are less well developed, and their homes, schools and communities are run by adults who sometimes forget or minimize the terrors of growing up.

Typical stressors for youngsters include: prolonged absence of a parent, separation, or divorce; change in parent's health or employment; change in family responsibility or income; addition or loss of a sibling; family vacations (or lack of them); loss of a friend; death of a pet; illness and injury; physical growth and puberty; change of teacher or school; changes within the school system, such as in the lunch programs or busing arrangements; academic difficulties and successes; racial or cultural tensions; and peer pressure and developmental issues. Special needs groups may face additional, unique stressors.

While stress responses in young people may be primarily physical, disruptions in thinking/learning and in social relationships are also likely to occur. Test and performance anxiety, lack of concentration, and persistent anti-social or disruptive behavior are some of the most common non-physical manifestations of stress.

Stress Management in Schools

Stress management programs in elementary and secondary schools have been established as part of the health or social studies curriculum and in counselor-led group sessions. Non-curricular stress counseling is also conducted on an as-needed individual basis. The overall goals of these efforts are similar: to help students learn about causes and sources of stress, physiological and psychological reactions to stress, and effective coping techniques. The sessions can also be used to lead students in activities related to decision making, problem solving, responsible self-direction, health management, and interpersonal skill development. In addition to these individual coping measures, systematic approaches are important to help identify and reduce stressors in the educational setting.

Relaxation Training for Students K-12

Learning to relax at will is a valuable stress management technique because the relaxation response is incompatible with anxiety. In other words, a mind/body condition results that alleviates the usual psychological and physiological stress responses. Moreover, research indicates that relaxation training produces improvement in a number of areas: in students' self-management and self-concept, in creative and other right-hemispheric abilities of the brain, and in certain aspects of achievement. For example, students can learn to reduce test anxious behavior and thus improve the cognitive process. A ripple effect is the improvement of school grades which in time enhances students' self-image and perception of their ability to achieve. In turn, due to the high correlation between self-concept and productivity, school achievement may improve even further.

Implementation of a Relaxation Training Program

Personnel: No extra staff are required to implement a relaxation training program, but an attitude change may be in order. The staff must believe (1) that the student has the potential to learn to control the internal functions of the mind, body, and emotional state; (2) that relaxation training develops an important coping technique, if not a modern survival skill; and (3) that effective use of the skill requires daily practice, especially during the first weeks of learning.

Inservice: The amount of inservice varies with the staff's existing knowledge and skills. Some may need as many as 15 hours of inservice work with both theory and first-hand experience. Others may require little more than orientation sessions on adapting stress management to the needs of young people. Program monitoring after start-up can help identify any additional training needs among the staff.

Time: The amount of time devoted to relaxation exercises is approximately 15-20 minutes once or twice a day. Research shows that youngsters relax more quickly than the average adult, so long periods are not needed. However, specific times for practice (preferably first thing in the morning and immediately after lunch) seem to contribute to greater effectiveness.

Materials: From the variety of techniques that have been developed to induce the relaxation response, several exercise programs have been specifically designed for children and made available on cassette tapes. (Refer to ERIC document ED 232 110 for a list of age-appropriate materials for relaxation programs in schools.) Exercises that combine autogenic and visual imagery techniques appear to be superior, once children understand the meaning of tense and relaxed muscles and the physiological signs of relaxation. Inexpensive biofeedback devices, e.g., wrist temperature and galvanic skin response indicators, may increase student motivation to learn the exercises, but are optional.

Basic relaxation procedure for individuals and groups (with or without tapes): Tense each muscle area for about 8-10 seconds and relax for 30-40 seconds. Complete the tension-relaxation phase for each area before moving on to the next, according to the following sequence:

Forehead--raise eyebrows high, relax.
Eyes--squint tight, relax.
Jaw--clench teeth, pulling jaw downward; relax.
Back of neck--push chin down on chest, relax.
Shoulders--press back against chair or floor, relax.
Upper arm--tense the "Popeye" muscle, relax.
Lower arm--clench fist tightly, relax.
Upper torso--tighten rib cage, relax.
Lower torso--tighten buttocks, relax.
Upper leg--lift feet slightly off floor, relax.
Lower leg--point toes toward ceiling with heel on floor, relax.
Feet--curl toes, relax.

During the tension phase, it is important to pay attention to the sensation of tenseness and tightness. During the relaxation phase, the muscles must be totally relaxed. It is helpful to think of words and images that suggest a relaxed state, such as calm, peaceful, or lying on soft, thick grass on a warm, sunny day. There is no "right" way to do the exercises. What is important is the alternation of tension and relaxation with enough time and attention to experience each state and each muscle area separately. With practice, students may have a feeling of disorientation at the completion of the exercises. This indicates a deeper state of relaxation, and they can easily reorient after a few minutes of sitting quietly.

Sample Stress Management Model for Secondary Students

Introduction. Goal: Understand that stress is a natural response which everyone experiences throughout life.

(1) Define the goals of the stress management sessions.

(2) Develop an awareness of the variety of ways that our thoughts, activities, and perceptions of environmental events create stress (e.g., start keeping a log of stress-producing events).

(3) Define stress, using an illustration of physiological stress and a discussion guide. The goal of the discussion guide is to understand the relationship between stress and various types of life experiences, with the following objectives: (a) differentiate between specific and non-specific responses of the body; (b) demonstrate that from the point of view of stress production, it is immaterial whether the event is pleasant or unpleasant, as the physiological process to restore equilibrium remains the same.

(4) Realize that others have similar stressful experiences (this is especially important for young people who are often unaware that most of their peers are having comparable feelings).

Recognition of Stress Symptoms. Goal: Understand that stress reactions appear with a variety of symptoms which vary in nature and intensity according to the force of the stressor and our physical and emotional condition.

(1) Develop the ability to recognize individual symptoms in order to initiate appropriate stress reduction behavior.

(2) Identify some specific symptoms; e.g., rapid breathing and/or heartbeat, perspiration, lump in the throat, knot in the stomach, trembling hands, shivers and shakes.

Effects of Stress on the Body. Goal: Understand the relationship between stress and the development of physical illness.

(1) Delineate the body's stress reaction, culminating in the release of such hormones as cortisol.

(2) Describe the implications of an increased flow of cortisol to the young body. Increased body cortisol reduces inflammation caused by injury or infection. Excess cortisol, however, interferes with the natural production of antibodies and, according to some evidence, may be related to allergies, hypertension, atheriosclerosis, and gastric ulcers. Active young people are more vulnerable to injury, and if they are also experiencing other stress, the level of cortisol in the body is likely to become excessive.

Coping: Stress Prevention/Reduction Lifestyle. Goal: Understand the importance of adopting a pattern of behavior which helps reduce stress.

(1) Accept the fact that the way we behave greatly influences the amount of stress we experience.

(2) Define specific behaviors which prevent or reduce stress. Examples: develop a "personal success formula" to include meaningful activities; help others; assess one's own level of ability and desire to achieve, and from these develop realistic aspirations; explore the implications of biological inequality, social inequity, equal opportunity; be positive about the future and recall past accomplishments when faced with seemingly impossible tasks; avoid procrastination; communicate concerns in ways and at times that are conducive to problem solving; and learn to relax.

Coping: Problem Solving. Goal: Understand the importance of a systematic plan to eliminate or greatly reduce the significance of stressors.

(1) Analyze the importance of learning rational techniques to help solve problems; i.e., the advantage of logical and sensible solutions over impulsive reactions.

(2) Identify major components of a plan to solve a variety of problems. Most plans include the following steps: define the problem; find alternate solutions; test the solutions; evaluate the results; and, if necessary, redefine the problem.

(3) Learn to apply the steps, using specific reasons for choosing among alternate solutions and concrete examples of possible consequences for each alternative.

Coping: Quieting Response. Goal: Understand that the Quieting Response (QR) is a practical relaxation technique that reverses the stress reaction and develop proficiency in the technique. Once QR is learned, it can be used at any time within 6-10 seconds without anyone else being aware of it.

(1) Learn and practice the following steps: (a) recognize stress (nervousness, pounding heart, etc.); (b) say to yourself, "I can remain calm"; (c) breathe in slowly through imaginary holes in the bottom of your feet; (d) begin to exhale, relax jaw, lower tongue, permit warm air to leave through the imaginary holes in your feet; (e) imagine warmth and heaviness simultaneously with the exhale as warm air descends through neck, shoulders, arms, chest, etc.

(2) Analyze why and how QR is an effective stress reduction technique.

(3) Compare feelings of tension and relaxation in various muscle groups (as in the relaxation training sequence described earlier); use QR to initiate the relaxation state.

Evaluation. Conduct an evaluation after a lapse of 2-3 weeks; design questions to identify significant student behavior changes in physical, cognitive, and affective areas.

Resource Documents

Eyde, D. R., & Fink, A. H. Don't do that! and other counseling strategies for the chronically disruptive. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, 1983. (ED 226 308)

Lang, D. Stress management and anxiety reduction through EMG biofeedback/relaxation training upon junior high students. Emporia, KS: Emporia State University, 1980. (Includes stress and anxiety inventories.) (ED 217 017)

Love, J. G. Improving self-worth by learning to cope with distress. A teaching model produced for mid-adolescents in the Ann Arbor public schools. Ann Arbor, MI: Huron High School, 1981. (CG 016 817)

Matthews, D. B., & Justice, C. Relaxation training: A stress management model for schools. Paper presented at the Annual Convention of the American Personnel and Guidance Association, Washington, DC, March 1983. (Includes a list of age-appropriate materials for relaxation programs in schools.) (ED 232 110)

Note: ED numbers refer to ERIC documents in microfiche collections held by over 700 libraries (U.S. and foreign). (CG numbers refer to ERIC documents recently acquired through the ERIC/CAPS Clearinghouse and not yet assigned ED numbers.) Documents may be read on site or obtained in microfiche and paper copy reproductions. EJ numbers refer to ERIC journal articles (not available on microfiche). Both documents and articles are components of the ERIC database which can be computer searched by online retrieval services.

Deborah Herbert
Editor, ERIC/CAPS

SECTION IV: COUNSELING STUDENTS WITH SPECIAL NEEDS

Introduction

The goal of counseling students with special needs, e.g., those with physical handicaps or learning disabilities, is to help them attain their full potential in a life which is satisfying, provides means for economic independence, and contributes to society. Disabilities have extensive social and interpersonal implications as well as the more obvious physical and educational ones. Gifted students, minority groups, and girls and women also have special needs in the educational system. Counselors can help these individuals deal with the problems in ways which enhance their growth as fully developed and fulfilled adults. The following section contains resources aimed at helping counselors in this task.

TITLE: HEALTH CAREERS EXPLORATION FOR THE HANDICAPPED. A GUIDE FOR COUNSELORS AND TEACHERS
AUTHOR: NUNLEY, RACHEL L.
PUB. DATE: 1981
LENGTH: 71 PAGES
ERIC NO.: ED 213 825

This manual provides guidelines for teachers of career exploration and for guidance counselors to help assist the handicapped student in making a realistic selection of jobs or occupations in the health arena. It contains descriptive information about 49 jobs and occupations in the health field. Selection has been limited to those jobs and occupations that require two years or less as minimum entry level preparation necessary for employment. Each job analysis includes a description of duties; interests and personality characteristics appropriate for the job; aptitude requirements graded on a six-point scale (high, high average, average, low average, low, and negligible requirement); a list of the job's physical demands; and notations of special preparation or training which are desirable or required.

The following details are provided for the position of dental assistant and reproduced here as an example:

> Helps the dentist as chairside assistant, prepares the patient and dental instruments, cleans and sterilizes instruments, and serves as an office manager.

Desirable interests and personality characteristics of the dental assistant are:

1. Preference for activities involving people and carried out in relation to techniques and processes.
2. Adaptability to dealing with people beyond giving and receiving instructions.
3. Adaptability to situations in a limited, close environment.

Aptitude requirements include average intelligence, clerical perception, and manual dexterity; low average numerical and verbal skills and motor coordination; and low color discrimination and form perception. Physical demands for the position include: light work carried out primarily standing, finger dexterity, and handling, reaching, standing. Special training and preparation involves a one-year curriculum offered at several community colleges and technical institutes, and curriculum offered at the University of North Carolina--Chapel Hill, School of Dentistry.

Another example from the manual is the position of dialysis technician, which involves setting up and operating an artificial kidney machine to provide dialysis treatment for patients with kidney disorders or failure; keeping dialysis equipment in proper working order, and recording data in patients' records. Appropriate interests and personality characteristics for a dialysis technician include:

1. Adaptability in dealing with people.
2. Perception and empathy.
3. A preference for activities of a technical and mechanical nature.

Listed aptitude requirements include average intelligence, numerical and verbal ability, motor coordination, and manual dexterity; low average clerical perception; and negligible color discrimination and form perceptions. The physical demands involve light work in a limited, highly technical environment as well as talking, hearing, seeing, fingering, reaching. Special training requires 6-12 months on-the-job training in a dialysis unit.

The health occupations analyzed in this manual are:

Admitting Clerk (Hospital)
Admitting Officer (Hospital)
Ambulance Attendant
Animal Hospital Clerk
Art Therapist
Biomedical Equipment Technician
Blind Aide
Central Supply Worker
Chemistry Technologist
Cytotechnologist
Dental Assistant
Dental Ceramist
Dental Hygienist
Dental Laboratory Technician
Dialysis Technician
Diet Kitchen Aide
Electrocardiographic Technologist (E.K.G.)
Electroencephalographic Technologist (E.E.G.)
Emergency Medical Technician (E.M.T.)
File Clerk, X-ray
Histopathology Technician (Tissue Technician)
Hospital Cleaner

Housekeeper

Housekeeper, Executive

Laboratory Assistant, Blood and Plasma

Medical Illustrator

Medical Laboratory Technician

Medical Photographer

Medical Records Technician

Medical Secretary

Medical Transcriber

Morgue Attendant

Nurse Assistant

Nurse (Practical)

Nurse (Registered)

Occupational Therapy Aide

Occupational Therapy Assistant

Orderly

Orthodontic Technician

Orthopedic Assistant

Outpatient Receptionist

Pharmacy Clerk

Physical Therapy Aide

Physical Therapist Assistant

Podiatrist

Radiologic Technologist

Respiratory Therapist

Sales Representative--Dental or Medical Equipment

Veterinary Laboratory Technician

TITLE: SOCIAL RELATIONSHIPS AND INTERPERSONAL SKILLS: A GUIDE FOR PEOPLE WITH SENSORY AND PHYSICAL LIMITATIONS
PUB. DATE: 1982
LENGTH: 62 pages
ERIC NO.: ED 219 920

Intended for individuals with physical or sensory handicaps, the guide explores the social and interpersonal implication of disability and suggests alternative ways of dealing with related problems. Chapter 1 looks at the social environment that people with disabilities encounter. Potential social problems and types of situations the disabled may encounter are clarified. A second chapter presents two major approaches to managing problems--using general social skills based on principles of interpersonal relationships, communication, and attraction which are appropriate for people in general; and using specialized social skills for dealing with common aspects of all disabilities.

Topics covered in this second section are:

- Listening
- Asserting Yourself
- Expressing Negative Feelings
- Disclosing Yourself
- Receiving Compliments
- Confronting Others
- Conversation
- Touching
- Maximizing Physical Attractiveness
- Meeting New People
- Handling Common Disability-related Issues
- Acknowledging Your Disability
- Using Humor
- Making the Implicit Explicit
- Asking for Help
- Refusing Undesired Help
- Handling Unwelcome Social Advances
- Dealing with Staring
- Handling Questions
- Using Public Education Materials

Problematic situations that arise with specific disabilities are examined in Chapter 3 and techniques for dealing with them are suggested. Disability-specific social skills addressed are:

- Bowel and Bladder Problems
- Communication Problems
- Socialization Problems

- Reactions to Deformity and Disfigurement
- Nonvisible Disabilities
- Inappropriate Emotionality
- Reactions to Wheelchairs

A fourth chapter surveys some of the major issues to consider in social situations which involve brief encounters, repeated interactions, and close relationships. Characteristics of constructive feedback are listed. A final chapter discusses ways to acquire the necessary interpersonal skills in various settings, through a number of exercises and practice situations, and by using learning materials. Suggestions for further reading and a reader response form complete the guide.

Portions from Chapter Two on managing social problems, and from Chapter Three on disability specific social skills, are reproduced here.

Making the Implicit Explicit

This technique is used mainly in close relationships or those you want to make closer (see Chapter IV). However, it can also be used to help acquaintances deal with their feelings of discomfort. Try to reflect any discomfort that you sense a person feels by saying something like, "It's really hard for many people to talk about my disability, even though they have questions they feel a need to ask. If I were in your place, I think I would want to know that..." is often a good start for giving information without embarrassing the other person.

Asking for Help

Asking for help is difficult for many people, but it may be more difficult for disabled people because often more help is needed. Two basic ground rules for successfully obtaining help are: Try to make eye contact with the person, or face him/her directly if you're blind, because eye contact "permits" people to approach one another, and facilitates interaction; and be very specific in your request. Both of these help your self-confidence and also reduce the probability of a "scene" developing. These techniques also help people help you, which is not always easy to do. Specific directions must virtually always be given to strangers. For example, it is not enough for a blind individual to ask for help across a street; s/he must specify exactly in what way the person can help. Similarly, a wheelchair user asking for help up a curb will need to show or tell the person where to hold, and what to do, and where to stop. Use your best posture and a firm voice in asking; this helps you avoid appearing to be in a "one-down" position. If you use a passive approach in asking for help, your helper may act oversolicitous or condescending. If you use an aggressive approach, you may get an aggressive counterreaction. Either of these approaches makes it more difficult for you, and for other disabled people. (See Chapter III.) Finally, thank the helper for helping. People generally feel good about helping, and thanking them gives an even greater reward.

Reactions to Wheelchairs

The wheelchair appears to be a powerful social stimulus. Its visibility and association with "invalidism" often provoke inappropriate interaction efforts from others: attempts to reassure, encourage, cure, or bless you, for example. It's important to realize that you are not personally responsible for these reactions. Dealing with them assertively (see Chapter II) will slowly help to break down the negative connotations of disability that stimulate such behavior by others. Remember, not every comment--however inappropriate--must be met with confrontation. If a remark appears well-meant, and the person shows no signs of intruding further on your privacy, you might simply accept it. If unwanted follow up seems likely, however, you may wish to assertively end the conversation. For example, you could say, "I appreciate your interest, but I'm well-informed about my disability and intend to follow a different course of action."

Wheelchair problems are more difficult to manage, because your safety may be at stake. If you fall out of your wheelchair, lose a crucial part of it, or need help up a curb, give the people who are helping you specific directions on what to do. If you don't, they may injure you or make an embarrassing scene. Whether it's easier to solve the problem yourself or to ask for help is your decision, based on your capabilities and your emotional needs.

Managing the topic of "wheelchair" is also an important ability. Ideally the focus of conversation ought to be on you as a person and not as the contents of a wheelchair. If allowing others to talk about the wheelchair too much is a dehumanizing interpersonal experience for you, you can briefly explain or comment and change the subject when you've dealt with that topic enough.

TITLE: MICROCOMPUTERS FOR THE VOCATIONAL EDUCATION OF SPECIAL NEEDS STUDENTS
AUTHOR: TINDALL, LLOYD W.; GUGARTY, JOHN J.
PUB. DATE: 1982
LENGTH: 45 PAGES
ERIC NO.: ED 224 976

Microcomputer assisted instruction for the vocational education of special needs students is in the formative stage. Computer programmers do not understand educational processes well enough to produce effective software, while the majority of special needs educators lack computer training. Special needs educators need to use existing knowledge in the area of computer assisted instruction (CAI) to modify or develop programs to meet their students' learning styles. Some other suggestions to get CAI initiated are preservice and inservice on computers, learning material development, and incentives for teachers to learn CAI. The role of CAI in the curriculum can be to supplement the regular curriculum; reduce instructional time; operate at the special needs students' pace; give instant feedback; provide tutoring, drill, and practice as well as tests and questions; and provide surprise, challenge, and curiosity. Components of good CAI program designs are student control, individualized instruction, modularized programs, multisensory presentations, and clearly written support materials and documentation. (Following four pages of narrative, six examples of programs for disabled persons are provided. A final section contains annotated listings of resources of three types: software vendors, organizations, and publications.)

Two of the program examples are reproduced here.

Computer Hardware Modifications

Shadow/Vet (SHADOW/V)

Developer: Scott Instruments, Denton, TX.

Contact Person: Prentke Romich Co., 8769 Twp. Rd. 513, Shreve, OH 44676-9421, 216/567-2906.

Where It Is Used: Any in which the Apple II computer is used.

Problem(s) It Overcomes: Inability of a severely physically disabled person to program a computer or control various devices manually.

Field Tested: Info. not available.

Regulatory Approval: Info. not available.

Warranty Provided: Info. not available.

For Sale: Yes. $995. Order from: Prentke Romich Co., 8769 Twp. Rd. 513, Shreve, OH 44676-9421, 216/567-2906.

How It Works: This accessory for the Apple II computer is a voice recognition system that permits a severely handicapped individual to operate various other devices using his or her voice. With this system, verbal command as well as manual keyboard operation can be used interchangeably.

The Shadow/VET is compatible with many computer languages, including Basic, APPLESOFT®, MACHINE CODE, and PASCAL. The System is compatible with modems, printers, BSR control interfaces and many other Apple peripherals.

Information Thru Speech (ITS)

Developer: Maryland Computer Serv. Inc., 2010 Rock Spring Rd., Forest Hill, MD 21050, 301/839-3366 or 301/928-8888.

Contact Person: Jacqueline M. Downes, Maryland Computer Serv. Inc., 2010 Rock Spring Rd., Forest Hill, MD 21050, 301/839-3366, 301/838-8888.

Where It Is Used: lawyer, teacher, researcher, secretary, counselor, librarian, engineer, programmer, etc.

Problem(s) It Overcomes: Visual problems which would otherwise prevent the user from reading the computer screen.

Field Tested: Info. not available.

Regulatory Approval: Info. not available.

Warranty Provided: Info. not available.

For Sale: Yes. $7,995 + tax - $11,095 + tax. Order from: Maryland Computer Serv. Inc., 2010 Rock Spring Rd., Forest Hill, MD 21050, 301/879-3366 or 301/838-8888.

How It Works: Information Thru Speech (ITS) is a computer system providing information both visually and vocally. With ITS, data appearing on the display screen is spoken in a synthetic voice with adjustable speech rate ranging from 45 to 720 words per minute. Users listen to all of the information on the display screen, a single line or a word at a time. Information can be spelled or repeated for verification.

A speech pad allows the manipulation of the speech functions and cursor movement with one hand. This pad allows information to be reviewed quickly and easily. For words that do not follow the standard rules of English pronunciation, abbreviations, codes or computer mnemonics, special sets of exception rules can be added by the user at any time. These rules will supersede the standard rules for pronunciation.

ITS combines the Hewlett-Packard HP125 professional computer and Maryland/Computer Services (MCS) technology into a single package. The HP125 combines a Z-80A system microprocessor and 64K bytes of system memory. The HP125 has full capabilities as an interactive computer terminal with its own micro-processor-based intelligence.

Four Main Uses of ITS are:

- ITS runs MCS' Talking Information Management (TIM) and Automatic Form Writer (AFW).
- ITS runs other educational and business packages.
- ITS allows you access to computers.
- ITS is a powerful, programmable microcomputer with speech output and can be used to develop your own applications.

TITLE: INDEPENDENT LIVING SKILLS: GUIDES AND CURRICULUM MATERIALS
PUB. DATE: 1981
LENGTH: 121 PAGES
ERIC NO.: ED 221 999

This book offers curriculums, teaching guides, assessment instruments, and course descriptions for teaching independent living skills to handicapped adolescents and young adults. A guide on cooking and eating is designed to teach students how to use cooking utensils, cook healthy meals, plan nutritious meals, shop wisely, and budget food expenses. A separate course description outlines a program for teaching students to fix sandwiches, make soup, and fix simple snack items. A curriculum guide on money management focuses on basic money skills and consumer mathematics. A checklist of math and money skills is included as well as a mathematics pretest. A "General Experience Course for Students Unable to Take Academic Courses" is geared toward helping students work on basic communication skills and on developing gross and fine motor skills. A leisure time activities guide has three general goals--to develop and broaden interests in a variety of leisure activities, to become independent in initiating and engaging in leisure time activities, and to learn to make decisions and choices about the use of leisure time. In an independent living seminar, students discuss problems they are having and try to come up with solutions as a group. A current events class is outlined which emphasizes listening to, understanding, and discussing national and world news. A curriculum on how to talk to people covers such topics as faults in conversation, adjustment to other people, and nonverbal communication. Students learn principles of good grooming and techniques for improving their appearance in a curriculum titled "Looking Your Best." Also outlined are two brief courses on weight control and clothing maintenance. A checklist of reading skills is also provided.

TITLE: PROJECT CODE: CAREER AND LIFE PLANNING. TEACHER MANUAL
AUTHOR: PENTRE, BARBARA; WEISERT, HILDE
PUB. DATE: 1980
LENGTH: 98 PAGES
ERIC NO.: ED 216 475

Project CODE offers a validated curriculum for teaching learning and/or behavior problem students the competence in career and life planning which is critical to employability.

Students who completed the CODE curriculum showed significantly increased employability as assessed by (1) a validated employability-rating scale, and (2) a standardized test of career maturity, compared with similar control group students. In addition, project students greatly improved their school behavior as shown in vice-principal ratings of project and control students.

This program focuses on increasing employability through improving skills in three areas:

1. Social effectiveness: (a) Successful coping based on specific steps to increase positive interactions with authorities and peers; (b) self-management principles like scheduling short, enjoyable activities after harder ones; (c) overall new ways to handle difficult situations and feelings.

2. Self-awareness: self-awareness in terms of (a) transferable and meaningful aptitudes; (b) one's values and their relationship to one's working life; (c) conditions which best enable productive work.

3. Job-campaign skills: for any job preference, the strategies of (a) successful interviewing; (b) letter-writing; (c) telephone contacts; (d) job-research.

Student performance objectives are defined in each of the three areas.

Project CODE's instructional strategy is based on a learning theory model. With difficult new skills, purely didactic instruction is not enough. Rehearsal, practice, and feedback must be built in.

The principle that people learn best what has a positive impact on the environment underlies the program. Student use of the skills taught makes them more effective, more in control of what happens to them, and in CODE, class roleplaying is supplemented by out-of-class application.

The CODE curriculum is sequenced with later sections building on and expanding previous skills, so that they are continuously reinforced. In general, the early lessons are more teacher-directed; the later ones, more student directed. The Student Manual is written at a basic 6th-grade level. The program may be offered either as a full-year course (170 45-minute sessions), or as a core course (68 sessions) including use of the Teacher Manual and Student Manual.

The full CODE program materials include:

CODE Student Manual (150 pp.): covers the broad areas of Social Effectiveness, Self-Awareness, and Job-Campaign Skills; divided into eleven sequential performance objectives. The Manual includes readings at a 6th-grade level, independent projects, and assignments. 1/student, consumable.

CODE Teacher Manual (100 pp.): session-by-session outline for each of 68 (core course) or 170 (full course) 45-minute sessions, plus detailed guidelines for each session. Also includes the background and rationale on career and life planning. 1/teacher/non-consumable.

Administrator Manual (20 pp.): project overview, goals, and comparison with traditional vocational and career education. Adoption information on costs, staffing, and a Curriculum Analysis Checklist to determine how CODE fits into present curriculum. Also includes an Identification Package to help determine which students are most likely to benefit. 1/district, non-consumable.

Parent Manual (20 pp.): introduction to career and life planning and suggestions for parents to help students with identifying abilities, setting goals, making plans. 1/parent.

Business Manual (20 pp.): rationale of career and life planning and explanation of mildly handicapped and learning and behavior problem students; implications for hiring. Business role in program, and guidelines and forms for speakers. 1/businessperson.

However, the core of the program is contained in the Student and Teacher Manuals. Other components, including a Job Resource Network, and business and parent involvement, can be adopted but are not considered essential.

The learning module for each of the three skill areas provides a session-by-session outline (for either the full year or the core course); pre- and post-tests (called Check-Ins and Check-Outs) and specific directions to the teacher for all activities relating to each session.

The lessons to develop skill in making telephone calls and the Check-In and Check-Out sheets (Module III, Skill 2) are reproduced here:

Skill 2: Telephone Call

The critical skills in a good telephone contact are relatively simple: a clear and pleasant voice, a polite manner, and inclusion of the points or questions the caller wants to make. The key points of an effective telephone contact are listed in the Check-In and Out Answer Key and in the Student Manual. Roleplaying several sessions of simulated phone contacts, with feedback from the group, will teach the students how to cover the content in a clear, appropriate way.

This skill should take eight sessions to teach.

Session 1: Check-Ins:

Give the Check-In tests. When finished, collect them.

Have the students turn to the second page in their Manuals, and read this page on telephone contacts. When they are finished, elicit and discuss the five key points they should keep in mind as they try out some phone calls.

Have the students turn to the Phone Contact Checksheet in their notebooks. Go over the points in the sheets. Then roleplay (the three roleplaying scenarios and instructions follow) one contact with one student as the person being called, and yourself as the model caller. After a brief discussion of key points, stage a second roleplay of the same simulation, with two students. The rest of the group fills in the

Checksheets. Take time to go over the Checksheet data in detail, and reinforcing positive things to be built on as much as possible.

Sessions 2, 3, 4, 5:

Repeat the above with at least five other simulations in these four sessions.

Modelling, followed by practice and reinforcement, is the best way to teach the non-content parts of this skill: (1) clear and pleasant voice; (2) reasonable rate of speech--not too rapid or too slow; (3) speech without tics "like", "you know", or "uh". Begin each session with yourself modelling the first simulation stressing one aspect that needs demonstration.

Use "Roleplaying Scenarios 4, 5, and 6" to fill in details for jobs or training schools relevant to your students.

In Session 5 make sure to review the five key points.

Before the end of the Unit, each student should be observed roleplaying at least one successful phone call, including the 5 key points plus a clear, pleasant tone of voice. This is the performance part of the Check-Out; note on your Check-Out record.

Session 6:

The students are now going to use their skills to make at least one real phone call. Have them choose one company or training school they are interested in calling from the Job Resource Network List. Then have them plan their call filling in the Telephone Contact Actual Sheet with purpose and questions. Each student should tell you verbally what he/she has planned exactly as he/she will say it.

Their assignment is to carry out the call at home after school (will need to be before 5:00 p.m. in most cases), or in school if access to a phone can be arranged and scheduled.

The students should bring back the Telephone Contact Actual Sheet with the report section filled in.

Session 7:

Go over the Telephone Contact Sheet and discuss with the group any problems or additional ideas that emerge.

Session 8:

Give the Check-Out.

III-2 CHECK-IN/OUT - Answer and Scoring

List the 5 key points to include in a telephone call to inquire about a job or job training:

1. who you are
2. what job/training
3. how you heard
4. what you want
5. close/thanks

Possible score: 5 (1 for each answer)
Pass: 5/5

Check-Out only: on Performance, possible 6: one for including each point, one for clear, pleasant tone of voice.
Pass: 6/6

TITLE: PROGRAM FOR THE GIFTED AND TALENTED, SEPTEMBER 1, 1976
THROUGH AUGUST 31, 1979
PUB. DATE: 1979
LENGTH: 347 PAGES
ERIC NO.: ED 223 061

Intended for teachers, the document provides a framework for developing curricula for gifted and talented students in Georgia. Section 1 offers a rationale for the curriculum framework and considers components of curriculum design. It is pointed out that by providing varied and ongoing experiences in the composite world of the learner (arts/sciences/humanities), the entire curriculum program for the gifted learner renders an open-ended framework for exploring vocations and avocations compatible with interests, needs, and abilities of individual students. Section 2, which makes up most of the document, contains a variety of mini-courses or units of study designed for and field tested with gifted and talented students enrolled in special education programs within local Georgia school systems. Courses represent a variety of ages and levels of development (primary through senior high). Each mini-course is presented as a sample, model, or prototype. The section begins with an introduction to the mini-course and a sample evaluative instrument. Goals and procedures for conducting an independent study program are outlined. Another part contains an outline for teachers to use in organizing a study tour (a project in which the student develops a product which helps gain more sophisticated skills in specified performance areas). A mini-course titled "Say Cheez" contains nine parts with lessons and activities for primary through senior high school students. Subsequent mini-courses cover subjects which include the following: emotions and creativity, American Indian art and customs, proverbs and fables, flying machines, rocks and minerals, string sculpture, creative dramatics, family finances, communication, architecture, oceanography, career exploration, speedreading, Greek and Roman mythology, and humor in literature. Usually outlined for each mini-course are student objectives, thought processes to be developed, instructional materials, content, questions to be considered by students, activities and strategies, and evaluation procedures.

While some of the courses have a strictly academic focus, many are applicable in the counseling and guidance setting, having student growth and development as their goals. One such course for high school students, "The Anatomy of Change," is reproduced here.

Target Group: Grades 10 through 12

I. Student Objectives

Students will

- A. understand the use the process of analytical reasoning;
- B. define the concept of change;
- C. formulate generalizations about the dimensions and complexity of change;
- D. translate generalizations into hypotheses;
- E. evaluate the consistency of each hypothesis with given information and assumptions;
- F. predict the consequences of each hypothesis;
- G. develop respect for contributions of fellow group members;
- H. analyze own value system and recognize prejudices;
- I. strengthen self-concept;
- J. evaluate progress.

II. Thought Processes to be Developed

- A. Analytical reasoning (analysis)
- B. Integrative reasoning (synthesis)
- C. Evaluation
- D. Translation
- E. Interpretation
- F. Application

III. Instructional Materials

A. Educational Packets

Clear Thinking: How To Improve Your Thinking Skills, I & II from The Center for Humanities.

A Definition of Man from Scholastic Humanities Program.

China: Tradition and Change from Scholastic Humanities.

The Story of the American People from EyeGate.

The American Spirit from Scholastic Humanities Program, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Activities for Motivating and Teaching Bright Children: Rosalind Ashley.

Educating for the Future: 21st Century Teaching: Elizabeth Broom.

B. Books

Durant, Will. *The Story of Philosophy*. New York: Pocket Books.

Gould, Joseph. *Challenge and Change*.

Miller, O'Neal and McDonnell. *Literature of the Eastern World*.

Galbraith, John K. *The Affluent Society*.

Toffler, Alvin. *Future Shock*. Westminister, Md.: Random House, 1970.

Hesse, Hermann. *Siddhartha*. Des Plaines, Ill.: Bantana Books, Inc.

Kesey, Ken. *One Flew Over The Cuckoo's Nest*. New York: New American Library, 1975.

Salinger, J. D. *Catcher In The Rye*. Waltham, Mass.: Little, Brown & Co., 1951.

Thoreau and Skinner. *Walden Pond*.

Heller, Joseph. *Catch 22*. Dell Publishing Co., 1976.

Berne, Eric. *Games People Play*. Westminister, Md.: Ballantine Books, Inc., 1978.

C. Speeches

"Problems of Abundance," J. William Fullbright.

"The Obligations of Power," Lyndon B. Johnson.

"The Draft and Civil Disobedience," Robert Macafee Brown.

"The Use and Abuse of Psychedelic Drugs," Daniel Freedman.

"A Generation Unsure It Has a Future," George Walee from Vital Speeches, April 15, 1969.

"Marlon Brando: Unfinished Oscar Speech." New York Times, March 30, 1973.

"The Making of Americans," from Letters From a Farmer by Jean de Crevecoeur.

"On Education," from Studies in Pessimism by Arthur Schopenhaur.

Acknowledgement: Barbara Hymen for the creative title of the unit.

IV. Content

A. Nature of Man

1. Eastern philosophies
2. Western philosophies

B. Definition of Change

1. Need
2. Inevitability
3. Stability

C. Impact of Change

1. Physical
2. Emotional
3. Spiritual
4. Economical

D. Reaction to Change

1. Acceptance
2. Rejection
3. Indifference

E. Adaptation to Change

V. Questions to be Considered by Student

A. What is your definition of change? How did you arrive at that definition?
B. Does man need change?

C. What is the alternative to change?
D. Can correlations be drawn between Western and non-Western modes of coping with change?
E. How does change affect behavioral patterns of man?
F. How can future changes be predicted?
G. Is Utopia a myth?
H. Are stability and stagnation synonymous?
I. How does an individual determine his role in a changing society?
J. Do I have a more adequate understanding of change?

VI. Strategies

A. Discussion
B. Questioning
C. Problem solving
D. Simulation
E. Role playing
F. Researching
G. Demonstration
H. Reading

VII. Activities

A. An introductory explanation or review of

1. reasoning skills
2. data gathering
3. hypothesizing

B. At the introduction of each of the five units, a general discussion of known facts and individual options transpires. At the conclusion of the discussion, each student is asked to formulate five generalizations, drawing either from his or her convictions or from information ascertained from the discussion. From these generalizations he or she will formulate and test at least one hypothesis.

C. The students are then asked to choose several sources from a prepared bibliography to examine. They are provided several days of class time to complete the reading, interviewing and other data gathering.

D. The group then reconvenes to discuss each person's discoveries, to role play situations and become otherwise involved in simulations and exploration.

E. Each student is then responsible for formulating a hypothesis which he or she defends in written form to be read to the group. (Teachers, parents, principals, interested students are invited to attend these sessions.)

VIII. Evaluation

A. Pre/post tests are administered using the 10 questions listed above.

B. Student is asked to present 10 "I learned . . ." statements.

C. A written evaluation of the course is asked of every student. Students are encouraged to offer ways to improve the seminar.

D. Teacher observation of students' discussions and prepared papers is a sound evaluative tool.

TITLE: PROJECT CHOICE: CREATING HER OPTIONS IN CAREER EDUCATION
PUB. DATE: 1979
LENGTH: 505 PAGES
ERIC NO.: ED 185 321

Originally intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, the concepts and activities in this manual could be appropriately used with any gifted students with minor modifications. This guide provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11.

Section One describes the entire project:

I. PROGRAM OVERVIEW
    Introduction
    The Target Group
    Phase I. Screening Process
    Phase II. Selection Process
    Phase III. Diagnostic Process
    Phase IV. Prescription
    Phase V. Career Development Program
    Phase VI. Post Program Assessment
    Diagnostic Instruments

Section Two discusses four areas of diagnosed needs:

II. INTRODUCTION TO SPECIAL GROUPS
    Defining and Valuing One's Self
    Achieving Success
    Asserting One's Self
    Coping with Success

Section Three provides guidance for using the program:

III. PROGRAM USE
    How to Use the Program
    Informational Resources

Career Information Workshops I, II, and III
Role Models

Section Four contains the core curriculum components, each with four variations corresponding to the four needs areas defined in Section Two. Goals, suggested group leader scripts and special needs group changes are provided along with detailed directions and handouts for each of the following sessions:

IV. PROJECT CHOICE CAREER DEVELOPMENT PROGRAM

- Session I--Off to a Good Start
  - Handouts
  - Special Group Changes
- Session II--Women's Many Options
  - Handouts
  - Special Group Changes
- Session III--Learning About My Interests
  - Handouts
  - Special Group Changes
- Session IV--Learning About My Abilities and Values
  - Handouts
  - Special Group Changes
- Session V--Career Information Workshop I
  - Handouts
  - Special Group Changes
- Session VI--Gathering Career Information
  - Handouts
  - Special Group Changes
- Session VII--Beginning to Plan
  - Handouts
  - Special Group Changes
- Session VIII--Testing Reality
  - Handouts
  - Special Group Changes
- Session IX--Career Information Workshop II
  - Handouts

Session X--Selecting a School and Paying for It

Handouts
Special Group Changes

Session XI--Making Decisions

Handouts
Special Group Changes

Session XII--Getting That Job!

Handouts
Special Group Changes

Session XIII--Career Information Workshop III

Session XIV--Wrapping It Up

Handouts
Special Group Changes

Section V contains an extensive bibliography:

V. BIBLIOGRAPHY

Career Development Theory
Women's Socialization
Defining and Valuing One's Self
Achieving Success
Asserting One's Self
Coping with Success
General Resources for Career Counseling
Resources for the Career Information Laboratory

An activity, "Sharing Expectations," from Session One, Off to a Good Start, is reproduced here along with suggested modifications for the Achieving Success and Asserting One's Self needs groups.

SHARING EXPECTATIONS

I. Prescriptive Goals:

A. Participants will identify and clarify their expectations for the program and share them.

B. Participants will see how these expectations relate to program goals.

C. Participants will begin to experience a feeling of group cohesiveness as they become aware of the similarities among group members.

II. Time Needed:

20 minutes

III. Intervention Strategy:

Ask participants to form groups of eight. Hand out a large sheet of newsprint and one or two magic markers to each group.

> "TAKE A MINUTE OF SILENT TIME TO CONSIDER WHAT YOU EXPECT TO GET OUT OF THIS PROGRAM OR WHAT YOU HOPE THE PROGRAM CAN DO FOR YOU."

Pause - 1 minute.

> "I WOULD LIKE YOU TO SHARE THESE EXPECTATIONS WITH EACH OTHER WHILE SOMEONE RECORDS THEM ON THE NEWSPRINT."

Pause - 8 to 10 minutes.
During this time, it is often helpful to circulate from group to group and encourage members to interact freely in the process.

> "NOW LET'S SHARE YOUR EXPECTATIONS TOGETHER."

N.B.: Each octet can share some of its expectations and other members, besides the recorder(s), can be encouraged to contribute. It is essential that you identify and clarify any expectations which you believe cannot be met through the program.

N.B.: This is a good time to discuss any pretesting that was done, with an explanation that the participants are grouped according to their individual development and interests. Changes in their interests and direction are to be expected due to maturation and any exploration they have already done on their own.

All this can now be summarized by reiterating and summarizing the program objectives (from the introduction) to include:

the notion of choice - others may suggest, but the responsibility for choosing is ours; no one else can choose for us unless we let them.

the notion of options - freedom to choose naturally implies options; we can create options for ourselves; the program will provide the participants with a framework in which to do that.

> "CAREER DEVELOPMENT IS A PROCESS NOT A PRODUCT; A PROCESS THAT BEGINS IN EARLY CHILDHOOD AND CONTINUES THROUGH MOST OF LIFE. THIS PROGRAM IS NOT DESIGNED TO GIVE YOU A PERMANENT LIFE PLAN NEATLY TIED UP IN A BUNDLE. I HOPE THAT IT WILL BRING YOUR IDEAS ABOUT YOURSELF AND YOUR INFORMATION ABOUT CAREER OPTIONS TOGETHER. FINALLY, WE WILL EXPLORE THE WAYS TO INTEGRATE PERSONAL LIFE PLANS WITH CAREER GOALS WITH EMPHASIS ON THE SPECIAL ISSUES WOMEN NEED TO TAKE INTO CONSIDERATION.
>
> THE GOAL OF THIS PROGRAM IS NOT NECESSARILY TO GIVE YOU THE NAME OF AN OCCUPATION OR CAREER TO PURSUE. IT MAY HAPPEN OR IT MAY NOT. RATHER, IT IS TO HELP YOU EXPAND YOUR AWARENESS OF THE WORLD OF WORK AND THE CHOICES AND OPTIONS OPEN TO YOU AND TO TEACH YOU A PROCESS BY WHICH TO ACHIEVE A CAREER DECISION WHEN YOU ARE READY TO MAKE IT."

ACHIEVING SUCCESS (Session I)

Modification:

Sharing Expectations. The list of the group's goals should be retained for use midway in the program and at the end as an indication to you and the participants of the progress that was made in meeting the group's expectations.

Since Project Choice is a program for talented females, students assigned to the Achieving Success group may have questions as to why they were selected, especially since they are likely to have low scholastic standings. The selection criteria can be presented at this time as a response to questions suggested. Emphasis can be given to such criteria as athletic ability, involvement in extracurricular activities and work experience, etc. Those students with high scholastic ability and a low grade point average are likely to have been told repeatedly that they are not achieving up to their potential; therefore it might be useful to confront this situation openly with the following question:

"DO YOU AGREE THAT YOUR GRADES AREN'T AS HIGH AS THEY SHOULD BE?"

If the response is "Yes" or "Probably," the follow-up discussion can explore with the participants what can block people's academic achievement. When the response is "No," it can be pointed out to those participants that students sometimes may channel their energy into developing other areas of interest, such as sports or hobbies, and that the development of these skills and interests might also be useful in helping to make career choices.

The concluding point to this discussion should be that while the participants may not have strong motivation to work toward academic success, they all recognize that a good academic record is an important asset for reaching goals in either college or employment. The question they can ask themselves is:

"WHAT ARE MY ALTERNATIVES?"

Vowing to "work harder" seldom succeeds for very long. It is difficult for any person to change habitual behavior patterns. While this program will offer them a way to help themselves to achieve academic and career goals, the choice is up to them.

Each participant must decide for herself whether she will try to increase her options for achieving success.

ASSERTING ONE'S SELF (Session I)

Modifications:

Sharing Expectations. The following discussion of assertiveness goals is added at the end of "Sharing Expectations." Briefly explain assertiveness and assertiveness training.

> "NOW LET US THINK ABOUT THE ASSERTIVENESS GOALS OF THIS GROUP. EACH ONE OF YOU HAS CHOSEN THIS GROUP OR HAS BEEN CHOSEN FOR IT BECAUSE YOU PERHAPS FEEL THAT YOU WOULD LIKE TO BE MORE ASSERTIVE IN SOME SITUATIONS. LET'S GO AROUND AND HAVE EACH PERSON MENTION ONE SITUATION IN WHICH SHE WOULD LIKE TO BECOME MORE ASSERTIVE. IF YOU CANNOT DECIDE ON A PARTICULAR SITUATION, I WOULD LIKE TO HEAR YOUR THOUGHTS ON HOW NON-ASSERTIVE BEHAVIOR IS RELEVANT TO YOU AND YOUR LIFE RIGHT NOW."

The complete description of the Achieving Success Group is also reproduced here.

ACHIEVING SUCCESS

Rationale

The characteristics of people who are high achievers, as described in a large body of research, have been found to cut across racial, cultural, sex, and socioeconomic lines. The qualities characterizing the successful achiever are those of a desire for excellence along with the willingness to take personal responsibility for her own success and failure. This kind of behavior can be contrasted to the behavior of those who just wait "for life to happen." On the other hand, a person with an extremely strong level of achievement motivation is so oriented toward reaching a unique set of goals that working cooperatively within a group context becomes difficult and frustrating. For many career situations, this level of motivation is an asset but for the more common work environment a strong but not extreme level of achievement motivation would be more effective.

Other behaviors common to high achievers are the consistent emphasis on planning to reach excellence, a fear of failure, and a valuing of success. The successful achiever also examines personal and environmental obstacles which would impede goal attainment and tries to formulate ways of circumventing these blocks. In addition, she will choose help from the best possible resources available which would facilitate success. The high achieving person also is willing to take moderate risks and likes to know how well she is moving toward set goals, thus seeking concrete feedback to measure progress or the lack of it. Before committing herself to a new situation, the high achiever will analyze the limits and possibilities of the venture with her goal in mind.

Thus, the Achieving Success option is structured for those students who do not appear to be utilizing their academic potential by helping them to:

1. Consciously set goals to reach a self-defined standard of excellence.
2. Experience the achievement of success and avoidance of failure.
3. Define obstacles and helpful resources available.
4. Initiate activities of moderate risk.
5. Use feedback to monitor progress.
6. Take personal responsibility for actions.

Diagnostic Procedures

The objective of the diagnostic process is to select and recruit those students who, for unknown reasons, are not achieving up to their potential. The Project Choice strategy is to identify the magnitude of the discrepancy between measured potential (Differential Aptitude Test, IQ) and grade point average. This method identifies students with either of two distinctive patterns. One group will be those assumed to have a low level of achievement motivation since no apparent physical or emotional reason is present to explain their not attaining their expected level of performance. The other group may have a relatively high level of achievement motivation; however, their academic success has been frustrated by their inability to control their educational process.

Because persons who are strongly motivated to achieve need freedom to set their own goals and to develop timetables for reaching them, they become frustrated by the curricular requirements and course structure in many secondary schools which may restrict these options. Most teachers of these students may perceive them as lacking motivation, while in reality the students may be fulfilling their needs through out-of-school activities.

An alternate diagnostic strategy is the direct measurement of the students' level of achievement motivation through the use of the TAT or the Thematic Appreception Test (McBer & Company)[1] or the informal rating scale, Rate Your Own Motivation, by Robert Smith (1972). Both of these measures are based on the achievement motivation research of David McClelland (1965, 1969) at Harvard. The TAT scoring system for measuring motivation must be performed by trained personnel and this service is provided by McBer and Company. Smith's rating instrument includes scales on general achievement motivation and achievement motivation in the areas of school, employment, family, community, and leisure activities. In order for this strategy to be valid, respondents must be willing to assess themselves accurately. The use of either of these instruments is likely to result in a more homogeneous group than probably will result from the use of the discrepancy strategy used by Project Choice.

The decision on which diagnostic strategy to use may be based on the counseling objectives as well as the availability of instruments. Since the diagnostic procedures will determine the characteristics of the student group, the intervention design will vary according to the student's needs.

To summarize, the methods of diagnostic procedures are:

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[1] McBer & Company, 137 Newbury Street, Boston, Massachusetts 02166.

1. Determine the magnitude of the discrepancy between measured potential and grade point average.
2. Evaluate the direct measure of achievement motivation through the McClelland scoring of the TAT or Smith's Rate Your Achievement Motivation.

Prescriptive Intervention

The first phase of the intervention design for developing behavior which is directed toward achieving success utilizes self-assessment and simulation strategies to demonstrate to participants their habitual modes of functioning. Additional activities allow students to learn how to set personal goals within the structure which provides periodic feedback on goal progress. Each intervention strategy is designed to provide opportunities to assimilate the language of achievement and to promote a climate of confidence and success in personal achievement. In addition, participants are also provided with a brief cognitive rationale of achievement motivation theory.

These ways of thinking and behaving provide the context of the intervention design. Students are encouraged to explore their environment for available help, to set goals for their own standards of excellence, to take moderate risks, and to practice initiating activities directed toward achieving success. However, the counselor's skill in establishing a supportive group climate that will nurture individual efforts in changing behavior is essential to successful intervention.

As described in the Rationale, two major attributes of the successful achiever are a strong sense of independence and the willingness to take personal responsibility for her own actions. These characteristics may be difficult for the adolescent to achieve because of her involvement in the peer culture. The dependence on parents is being transferred to peers who may define or limit opportunities for achievement behavior. For the most part, the life of the adolescent is structured around the expectations of school, parents, and peers. While the interaction with significant others may be an appropriate area for planning to increase autonomy, the school environment is given priority by

Project Choice because of its direct influence on potential career success and self-actualization.

Within the context of the school situation, the intervention strategies encourage participants: (1) to evaluate their performance in simulated achievement related situations and (2) to set goals related to school success such as raising test grades, adhering to a study schedule, or submitting assignments on time. Given the limited number of decisions students can make regarding coursework, the choices made should relate to how each participant can maximize progress toward academic success.

Intervention Design

The intervention design for achieving success involves the participants in activities that result in the:

1. Establishment of a group climate of support.
2. Creation of a context of confidence and success in achievement.
3. Development of self-defined standards of excellence.
4. Setting of personal goals and the development of a commitment (or a sense of responsibility) for their achievement.
5. Development of a structure to provide feedback on goal progress.
6. Fostering a willingness to initiate activities at a moderate risk level.
7. Assimilation of achievement motivation language and behaviors.
8. Encouragement of students taking personal responsibility for their own actions.

TITLE: THE MOST ASKED QUESTIONS ABOUT GIFTED CHILDREN: ANSWERS FOR PARENTS AND EDUCATORS
AUTHOR: FEHRLE, CARL C.; AND OTHERS
PUB. DATE: 1982
LENGTH: 36 PAGES
ERIC NO.: ED 223 047

Intended for both parents and educators, the booklet offers answers to the questions parents ask about their gifted children. The 64 questions are divided into 6 major categories--definitions of giftedness, ways to help parents identify gifted children, schooling for the gifted child, understanding gifted children, help for the gifted child, and discipline. Specific topics covered by the questions include the following: areas of giftedness, problems faced by gifted children, special programs for the gifted, identification of the gifted preschooler, interpretation of the intelligence quotient, the relationship between intelligence and achievement, children from deprived home environments, school selection, the role of senior citizens with the gifted, the accelerated program, characteristics of special programs, boredom in the gifted child, awareness of career possibilities for the gifted child, development of creative reading skills, dealing with the gifted child, the differences in creativity between males and females, involvement of parents and other community members in the gifted program, pitfalls for parents of the gifted, counseling for gifted children, television and the gifted child, motivation of the gifted child, emotional development, ways to deal with behavioral problems, strategies for dealing with discipline problems, techniques for parents in dealing with a child's discipline problem, and school counseling for the gifted. A selected reading list and information on ordering publications complete the booklet.

TITLE: ELIMINATING STEREOTYPES OF ETHNIC MINORITIES THROUGH CAREER GUIDANCE;
ELIMINATING STEREOTYPES OF ETHNIC MINORITIES THROUGH CAREER GUIDANCE. COORDINATOR'S GUIDE
AUTHOR: BROOKS, LOIS P.
PUB. DATE: 1976
LENGTH: 81 PAGES; 26 PAGES
ERIC NO.: ED 140 200; ED 140 199

This staff development module is designed for use with teachers, administrators, counselors, paraprofessionals, and pupil personnel workers who provide services to ethnic, minority populations in grades K-12 and at the postsecondary level.

The activities will help each participant: to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals; to recognize that ethnically different individuals are unique persons; to identify effects of negative stereotyping on behavior; to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group; and to identify ethnic-related stereotypes present in career materials.

Designed as a six-hour workshop conducted by a coordinator, the module contains reading materials and activities for each of the targeted skill areas, i.e., Differentiating Behaviors, Examining Stereotypes, Negative Stereotyping, Identifying Resources and Biases in Career Materials. An appendix provides abstracts of state projects funded by the Ethnic Heritage Studies Program Title IX ESEA which provide curriculum programs for ethnic minority groups. A reference list is also appended.

The Coordinator's Guide defines the coordinator's role and gives specific timings and directions for carrying out each of the activities related to the workshop goals.

Portions of two activities from the module are reproduced here. The first is from the secion on Information Resources; the second is from the section on Stereotyping.

Information Resources

ACTIVITY--LEARNING FROM MATERIAL AND PEOPLE RESOURCES

This activity will provide the opportunity for you to select material and people resources that might further enhance your knowledge of a particular ethnic minority group. Although this is an exercise, it is hoped that you will pursue your selections with actual contact following the completion of this Module. Your Coordinator will give you the instructions for the activity.

PEOPLE RESOURCES GROUP QUESTIONS

1. Upon which ethnic minority group are you going to focus your attention?
2. Can you identify specific areas in which you need more understanding? Historical perspective? Contributions? Culture? Others? What are the areas?
   Select one area to research and list it here.
3. What persons are you aware of in your life that might answer some of your questions related to the area under investigation? Select five.
4. What questions might you ask these individuals?
   Of these questions, star the five that you feel are the most important.
5. How can you go about contacting these individuals? Select the best method for each individual to be contacted.
6. After you obtain answers to your questions, how can you disseminate the information to our total group? List two ways that appear to be the most feasible.
   1.
   2.

7. How can you, personally, utilize the information obtained from these people?

Stereotyping

ACTIVITY--CRITICAL INCIDENTS

This activity will give you the opportunity to examine stereotypes of ethnic minority persons and to understand how certain behaviors block communication and how other behaviors facilitate communication and authentic relationships. You will begin by reading the following incidents as told by Mary, a member of the White majority group. Your Coordinator will give you further instructions for this activity.

> *I grew up in a small midwestern farming community. My first contact with persons of another race occurred when I was about 13 years old. My girl friend and I were at the local restaurant having a coke when a Black family walked in, sat down and ordered lunch. I remember staring at them with feelings of curiosity, like "Are they for real?" and I remember my girl friend and me giggling. We weren't very nice. Eventually the family left after finishing their lunch; then we left. I went home and told my mother about the incident, and she responded by saying, "I wonder how they could afford to travel?" Her words puzzled me at the time.*
>
> *I finished high school, then attended a small college not too far from my home. I do not recall any Black people there, but I do remember two men from Puerto Rico. They were in a class that I was taking. One day after class, one of the two men, Jose, came up to me and invited me to join him for a cup of coffee at the Student Union. I didn't know what to say, but before I could think the*

words tumbled out, "I'm sorry, but I promised a friend of mine that I would help her with a project." That incident bothered me for days. First, I had made no such promise, and second, all he had done was to ask me to join him for a cup of coffee at the Union. I really began to start looking at myself and my attitudes toward people. I vowed to myself, then and there, that I would accept Jose's offer for coffee if he asked me again. He didn't, though, and I was too embarrassed by my behavior to approach him--and I really didn't know what to say if I did.

DISCUSSION QUESTIONS

1. Were you ever treated as a category, not as a person, because of your sex, age, size, socio-economic status, education level, or ethnic membership? Because of another reason?
2. Can you describe any incidents where you found it difficult to change your beliefs even when presented with contradictory data relative to people in occupations; with certain physical characteristics; from different geographical areas; or with respect to age, sex or ethnic membership?
3. Can you describe one incident in which you either facilitated or blocked authentic communication in an inter-ethnic situation?

TITLE: FROM JUMPSTREET: TELEVISION AND THE HUMANITIES. A WORKSHOP ON MULTICULTURAL EDUCATION IN SECONDARY SCHOOLS
AUTHOR: LEVINE, TOBY H.; STANDIFER, JAMES A.
PUB. DATE: 1981
LENGTH: 108 PAGES
ERIC NO.: ED 220 388

This workshop manual will help coordinators train secondary teachers to use "From Jumpstreet: A Story of Black Music," a series of 13 half-hour television programs. The colorful and rhythmic series explores the black musical heritage from its African roots to its wide influence in modern American music. Each program of the series features performances and discussion by talented contemporary entertainers, plus film clips and still photo sequences of famous black performers of the past. The program can be used in language arts, history, and humanities courses. This manual is designed to serve two purposes: (1) to provide teacher trainers with a complete training manual; and (2) to provide workshop participants with copies of all handouts that will be used at the workshop, as well as with sufficient background information on workshop planning to encourage their implementation of additional workshops in their local communities. There are three major sections. The first contains hints for workshop faculty planning. The second contains workshop agendas and activities. Information provided for each activity includes an introduction, objectives, materials needed, time needed, and procedures. The third section of the manual contains handouts, the background readings, and worksheets that are used in various activities. They may be used with workshop participants directly or by trainers as a means of preparing a short presentation.

Portions of workshop handouts are reproduced here, to help provide a clear picture of the workshop program.

Handout 1

WORKSHOP OBJECTIVES AND OVERVIEW

As a result of this workshop, participants should be able to:

1. use multicultural approaches in their daily teaching;
2. analyze television programs for their relationship to school curricula;
3. become familiar with the content and approach of the television series, From Jumpstreet--A Story of Black Music;
4. select and use curriculum material in the Jumpstreet Humanities Project Learning Package in their classes; and
5. develop strategies for encouraging new curriculum applications of From Jumpstreet programs according to local needs.

The workshop is planned for three sessions, each running 3 1/2 to 4 hours.

SESSION 1. Activities 1-4 will introduce participants to the project and its materials, will present an operational definition of multicultural education and engage participants in putting this definition into practice; will introduce participants to concepts of critical television viewing; and will provide background on the development of the From Jumpstreet television series and discuss its application to the humanities. Copies of the Jumpstreet Humanities Project Learning Package will be distributed at the conclusion of this session for review overnight and will be actively used in Session 2.

SESSION 2. Activities 5-7 will introduce participants to the Jumpstreet Humanities Project Learning Package and engage participants in its use. In most cases, during the first half of the session, participants will be asked to select an interest group and will divide into two groups according to whether their primary responsibilities are in social sciences or language arts. During the second half of the session, all participants will regroup for an introduction to the humanities curriculum materials.

SESSION 3. Activities 8-12 are planned to give participants time to plan for implementation of the Jumpstreet Humanities Project in their own schools. Time will be provided for participants to develop their own lesson plans and for these to be critiqued, and project evaluation plans will be discussed. Participants will also be introduced to the technique of second sound track television programming as a means of providing additional content information.

Handout 3

ABOUT THE PROJECT

The Jumpstreet Humanities Project, drawing on the content, appeal and high entertainment value of the television series From Jumpstreet, has been developed to encourage the integration of content relating to the black experience in America in secondary school classrooms through the provision of curriculum materials and teacher training.

The goals of the Jumpstreet Humanities Project are:

1. To assist secondary school teachers to enrich their current courses with multicultural content that draws on the social, historical and economic conditions under which black American music culture developed.
2. To provide secondary school teachers and students with a flexible system of resource material on the role of black music culture in America and its connection to traditional content areas in social studies, language arts and humanities.
3. To stimulate and evaluate broad and creative usage of From Jumpstreet in secondary school classrooms.

The project is innovative in several respects:

First, it has consistently asked the question "How can these programs be utilized to enrich an existing curriculum with content that reflects the black American experience?" rather than "How can this series be utilized?" or "Where does the curriculum cover black history?" Teachers are encouraged to select those lessons that can supplement their regular curriculum and to design additional lessons to achieve local objectives that may not be addressed here.

Second, it has involved the participation of classroom teachers and school administrators at every level of development. In particular, we would like to thank the District of Columbia Public Schools; the Montgomery County, Maryland Public Schools and the School District of Philadelphia, Pennsylvania for their contributions to this project.

Third, it approaches the programs as a compilation of segments, each of which may have value to enrich or enhance the teaching of a particular concept, rather than as a series of television programs. While this anticipates a greater utilization of the programs in a non-broadcast format, research indicates that this is the typical manner of utilization at the secondary school level and both the series' rights and distribution mechanism similarly encourage this type of utilization. Teachers are strongly encouraged to preview all program segments prior to classroom use. Fourth, it looks at the viewing experience as an active form of learning, providing specific direction for each viewing activity and requiring specific responses from students relative to each viewing activity.

Handout 4

MULTICULTURAL EDUCATION IN ACTION

by James A. Standifer

Multicultural education is the process of incorporating into a teaching/learning environment activities that involve individuals in experiencing a variety of cultural perspectives and techniques. While a strong philosophy of multicultural education is crucial to the success of programs in any discipline, it is especially critical in the arts and humanities, since these disciplines in particular seek to document and influence the individual's affective attitudes as well as the social interaction of groups.

Multicultural education involves individuals in experiences that are typical of selected culture(s) on the one hand and experiences that are common among cultures on the other. It is a process that recognizes cultural diversity and similarities as a fact of life. It requires teaching strategies that both intellectualize and humanize.

A major characteristic of multicultural education is that it is value-laden. As H. Prentice Baptiste, chairperson of multicultural/bilingual education at the University of Houston, points out, "it reflects a philosophy that strongly recommends a particular set of beliefs, principles, and ideas that should govern the relationship of people of diverse cultures." Thus, it requires teachers to be committed to humanistic principles such as equality and mutual respect. In fact, multicultural education, perhaps more than any other form of education, depends greatly on the strength of the convictions of those who practice it. To be most effective, a teacher must have a sense of moral commitment. This commitment--this philosophy--is essential because it has a highly important payload: it will inevitably affect one's understanding of the value and nature of one's own personal life and deepen one's respect for the lives of others.

For teachers to develop and constantly renew this philosophy, they must frequently risk encounters that are new and different, gradually evolving from those experiences a highly personalized multicultural perspective that is congruent with their unique school situation.

TITLE: WOMEN BREAK THROUGH: STUDENTS AT WORK.
LA MUJER ADELANTA: ALUMNOS TRABAJANDO
PUB. DATE: 1981
LENGTH: 45 PAGES
ERIC NO.: ED 209 408

This teacher's guide explains the purpose and contents of an educational radio series in Brooklyn, New York which dramatizes the issues affecting the roles of women who are first entering the work force, and explores opportunities for alternative career choices. Part one examines the cooperative education programs, the executive high school internship programs, and the Bureau of Educational and Vocational Guidance. The roles of these programs in the preparation of women students through career counseling services and on-the-job training experiences in diverse and specialized occupational settings are reviewed and compared. Part two is a lesson guide to 11 radio social dramas including a synopsis, list of instructional objectives, references, group and individual follow-up activities, and suggested readings for each program. The guide is designed to enhance student understanding of the particular issue or problem illustrated by the dramatization. Additional references include a list of women's organizations and ethnic and minority organizations.

The eleven dramatizations are:

- Abracadabra
- The Investment
- The Front Desk
- The Big Plus
- Dirty Hands
- Cutting Wood
- The Laboratory
- Ida B. Wells: Investigative Reporter
- Organizer for the Farmworkers Union
- Painting Cars
- The Hearing Aid

The lesson guide to accompany the first radio drama is reproduced here.

BACKGROUND INFORMATION

ABRACADABRA

Objective

To give students an understanding that increasing numbers of women are graduating from college and choosing professional level occupations.

Synopsis

Chik Fung, a young female work study intern in a New York City high school, cannot decide whether she wants to be an accountant or an artist. She takes a job as an intern layout artist at Abracadabra, a magazine for people interested in magic. She does very well on the job and is ultimately offered a job as assistant editor. However, Chik Fung decides to follow her mother's advice to set her career goals high and go to college.

Background

The educational background of workers often greatly influences their entry level job in the labor force and the level of occupation they will ultimately achieve. Professional level occupations such as being an accountant, lawyer, physician and teacher require a college degree and often, graduate work as well. Increasing numbers of women are entering these professions. For example, from 1960 to 1970 the number of women who became lawyers doubled from 2.4 to 4.7 percent.

Women with college degrees are more likely than other women to remain in the labor force, often because they earn higher salaries and desire to use the skills they acquired through higher education. College graduate women are also more likely to have higher average salaries than women who don't attend college. In 1973, of women 25 years of age and over who worked year round full time, those with four or more years of college had the highest median income--$9,771. Women high school graduates with no college attendance who worked full time year round had a median income of $6,623, about two thirds of that of college graduates. These salaries may appear to be low because of inflationary changes in salaries but the ratio is the same. College educated women earn higher salaries than do high school graduate women with no college education.

Furthermore, college educated women are more likely to be employed and not encounter unemployment rates of other, less educated women. In 1973, women who had completed eight years of schooling had an unemployment rate of 6.3 percent while women college graduates had a 2.7 percent unemployment rate. Regardless of the year, college educated women are more likely to be employed because they encounter less forced unemployment. In other words, a college education for a young woman is an excellent investment; it often enables her to have a professional job, remain in the labor force if she so chooses, develop her potential and have a higher income than she would have if she did not graduate college.

Follow-up Activities

1. Students identify five colleges they might like to attend. They write the college admissions departments letters and inquire about: (1) tuition costs, and financial assistance available; (2) entrance requirements; (3) major areas of study available; and (4) if possible, arrange for a pre-application interview.

2. Students identify five occupations they might like to pursue. Students describe the: (1) nature of the work, (2) places of employment, (3) training and other qualifications, (4) employment outlook, and (5) earnings and work conditions. All of this information is available in Occupation Outlook Handbook Bulletin 1955 available from U.S. Department of Labor, Bureau of Labor Statistics. It is an annual publication and can be bought from Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402. It is also available in the public library.

3. Students interview three people who work at occupations they would like to have, such as being an accountant, lawyer, teacher, etc.

In the interview, students gather information under the same headings as in question two.

4. Students role play a scenario in which they are working at their future occupation. Students, in audience, ask them questions about what tasks they are doing, the salary they earn, and how they like the occupation.

Suggested Follow-up Reading

Bush, R. Lorelie. Encouraging Girls in Mathematics: The Problem and the Solution. Cambridge, Massachusetts, Abt Books, 1980.

Haber, Louis. Women Pioneers of Science. New York, Harcourt, Brace, Jovanovich, 1979.

U.S. Department of Labor. 1975 Handbook on Women Workers. Bulletin 297. U.S. Department of Labor.

TITLE: PROVIDING CAREER GUIDANCE FOR YOUNG WOMEN;
PROVIDING CAREER GUIDANCE FOR YOUNG WOMEN. COORDINATOR'S GUIDE
AUTHOR: COLBY, PAMELA G.
PUB. DATE: 1976
LENGTH: 60 PAGES; 16 PAGES
ERIC NO.: ED 140 202; ED 140 201

This module, which focuses on providing nonbiased career guidance to facilitate young women's consideration of career options, is designed for guidance personnel working with junior and senior high school students. It is conceived as a six-hour workshop to be conducted by a coordinator. Upon successful completion of the module, participants will be able to:

1. Describe at least one personal bias, myth, or sex role stereotype related to career options for women, and its possible effects on career guidance provided to young women.
2. Describe a problem-solving game for use with young women which involves elements of values clarification, decision making, goal setting, risk taking, and predicting outcomes.
3. Design a career options exploration strategy for use with the young women in a particular setting.

Activities, including games, writing assignments, and checklists, are provided to facilitate meeting the three objectives. The game "I Want to be Married" is reproduced here.

Background

When you ask a young man what he is going to be when he grows up, his answer is almost always in terms of a job and seldom in terms of a family relationship. He may not end up "being" what he first says; he may "be" a number of different things over the course of his life; but he focuses, from a very early age, on the work he will do as an adult.

When you ask a young woman what she is going to be when she grows up, the chances are that she will say she will be married. Yet data from the United States Department of Labor and from the California

Commission on the Status of Women show that marriage and home making are not the only realities in store for most of today's young women. Until young women and the adults who work with them recognize the changed roles and responsibilities of half the population, society will continue to have far less than maximum use of the talents of many bright women.

The statistics show that:

- The average life expectancy of women today is more than 75 years and rising. By the year 2000 it will be up to 100 years.
- Childbearing patterns have changed. Earlier marriage and fewer children mean that the average mother of today has at least 40 years of life ahead after her youngest child is in school.
- 9 out of 10 young women will marry.
- 8 out of 10 will have children.
- 9 out of 10 will be employed outside their homes for some period of their lives.
- At least 6 out of 10 will work full time outside their homes for 30 years or more.
- More than 1 in 10 will be widowed before the age of 50.
- At least 3 in 10 will be divorced.
- 4 in 10 will be heads of families.
- Most California young women do not plan to go to college.
- Most young women do not see themselves as achievers or problem solvers.
- Most young women are not trained to deal with a large part of the realities they will face.

Purposes

"When I Grow Up I'm Going to Be Married" serves as a start toward these goals:

1. To give young women greater awareness of the realities of women's lives.
2. To give young women experience and self-confidence in planning for ways to deal with unexpected hardship or altered circumstances.

3. To motivate young women to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Instructions

An adult knowledgeable about the statistics, their implications, and their possibilities leads the game. Commission reports and publications can be helpful in preparation for leading the game. Examples of implications and possibilities are the following:

1. An unskilled, divorced mother who needs employment usually cannot find child-care facilities, and often housing, at a price she can afford.
2. A full-time homemaker doesn't need to wait until her children are grown to continue her education; she can go to school while her children are in school.
3. Forty years of age is not too late for a woman to start a college education, a career, or other fulfilling activity, since, on the average, she will live at least 35 more years.

The game is based on statistics cited. There are ten profiles, since the statistics are based on percentages of ten. Before using the game, the Chance Factors, which make up the bottom half of each sheet, are to be folded over and stapled so that they are covered from view.

I. Ten young women can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the background and statistics aloud, and explains that the profiles are representative of the statistics.

II. Each young woman is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment, and college statistics above. In turn, each young woman is asked to read her four facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game--perhaps two or three minutes per young woman. Its principal purpose is to break the ice, get young women talking about themselves, and set the stage for the second phase of the game. The starting young woman usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each young woman, such as "interested in computer programming and plans early marriage," "plans on college, interested in teaching," and "artist, no marriage plans."

It is not important whether the four profiled facts fit a particular young woman's specific plans or whether her projections when trying to fit them to the facts are realistic. For instance, some young women have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

III. After each young woman's "projections" are dealt with in turn, the second phase begins by starting again with Profile 1. The first young woman is asked to unstaple her profile and read aloud her Chance Factors. It is then the task of the group, not the particular young woman, to work on the problem, although the profiled young woman may join in if she wants. It should be made clear that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all the young women ten experiences in problem solving and identification with ten possible "lives," even though each has only one problem.

First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" young woman's stated aspirations can ever be reached (in some profiles the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should nonjudgmentally add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the young women's self-confidence on the one hand and helping them to learn what is really involved in coping with day-to-day problems on the other. Examples might take the following forms:

1. Profile 1. No one speaks up. The leader might ask, "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"
2. Profile 10. Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment. Pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.
3. Profile 3. The profiled young woman's real aspiration was to be a librarian. If no one else suggests it, the leader might ask, "Why couldn't she go to college now? It takes five years to get the degree. She'd have 30 years to be what she wants. Older people need to like what they're doing and have something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem and/ or how the particular young woman's aspirations could most easily have been reached. This process is repeated until each young woman's "altered" life has been dealt with.

Extending the Game

A variety of extensions are possible. One would be to ask the young women to do some "detective work." Using their own profiles, young women could be asked to find out and report back the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries, etc. are listed in help-wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the young woman has in mind and what the costs are; what current housing and transportation costs are to fit needs of the profiled family, etc.

Cautionary Note

The life style within the ten chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life styles. It is impossible to say how many is sufficient, and experimentation is obviously necessary. The overall statistics should remain the base, however, even if styles are changed, e.g., the divorce statistic is 3/10, yet in some populations, divorce is endemic. When young women from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped. When the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

Profile No. 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top, your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

Profile No. 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

Profile No. 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have three children. Your husband is assigned to emergency repair work in remote places, is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property, pretty much just clothing and furniture.

How can you cope?

Profile No. 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors

You have three children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long.

How will you cope?

Profile No. 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm, you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

Profile No. 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24, and you have two children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work are wiped out by automation.

How can the family cope?

Profile No. 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

Chance Factors

In your senior year in high school, you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and he often states that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time hunting and fishing "with the boys." Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

Profile No. 9

You will live to be 75 years old.
You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17, and your mother is in poor health. You have four younger brothers and sisters, the youngest of whom is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

Profile No. 10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete three years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no four-year college. You marry and go with him. When you are 42 and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law (which became effective in 1970), he can do this, and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

The coordinator's guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating, and evaluating. Specific suggestions are given for preparing and carrying out the workshop as well as for implementing each activity.

TITLE: WHATEVER HAPPENED TO DEBBIE KRAFT? AN AWARENESS GAME FOR EDUCATORS, COUNSELORS, STUDENTS, AND PARENTS
PUB. DATE: 1975
LENGTH: 27 PAGES
ERIC NO.: ED 128 235

This educational game, which deals with the alternative career and life-style choices of an 18-year-old female high school senior, is designed to aid young women in their attempts to make decisions about their lives. Choices offered at the beginning of the game are: You decide to go to college in the fall, You decide to get a job, You decide to marry your boyfriend, and You decide to spend your summer at the beach and wait until next fall to make a decision. Each choice is followed by several options, all requiring the player to turn to another page and encounter yet another set of options. All game options eventually lead to the consideration of seven questions: (1) Do you feel the failure was Debbie's fault? (2) What do you think will happen to Debbie next? (3) What groups and agencies in Debbie's community could have given her information, encouragement, and moral support? (4) How could Debbie's situation have changed? Who could have changed it? (5) How could Debbie's parents, teachers, and counselors have prepared her to become an independent, confident, self-fulfilled woman? (6) How could they have helped her avoid getting trapped? (7) In what ways are people working for social change so that young women can have different life options? A bibliography containing some annotations as well as details of availability is appended.

TITLE: SOCIAL SKILLS TRAINING: A THREE-PRONGED APPROACH FOR DEVELOPMENTALLY DISABLED ADOLESCENTS AND YOUNG ADULTS
AUTHOR: COYNE, PHYLLIS
PUB. DATE: 1980
LENGTH: 80 PAGES
ERIC NO.: ED 222 015

This document is designed to provide practical information for teachers, parents, group home workers, work activity personnel, and others interested in developing social interaction skills and appropriate social behaviors in developmentally disabled adolescents and young adults. An introductory section discusses social problems of the developmentally disabled adolescent and young adult, such as lack of friends, inappropriate social behaviors, and poor self-concept.

The three-pronged training model for social skill development which is used has been shown to be a particularly effective approach. This approach utilizes the interrelated techniques of behavior modification, instruction with discussion, and social practice through experiential exercises. The participant is shown numerous slides of individuals engaged in appropriate and inappropriate behaviors followed by discussion of the behavior. Social interaction skills, e.g., introducting self, are modeled. The trainee is given considerable opportunity and encouragement to rehearse or practice the desired behaviors through role playing, group exercises and specific recreation activities. Positive feedback, approval or praise is offered as the behaviors become more and more similar to those modeled and desired. Finally, the participant is exposed to real-life situations which are designed to increase the likelihood that the newly learned behaviors will be applied consistently outside of the training situation.

This model is directed toward the development of social skills which will enable the participant to function in a normative manner in the community's social systems. It provides training in social interaction skills and appropriate social behaviors which have been identified as necessary for successful functioning in school/work, at home with peers and in the community-at-large. The social skills fall broadly into three categories:

(1) Interactive Behavior Skills, which are primarily nonverbal, (2) Interpersonal Communication Skills, which require verbal interactions and (3) Appropriate Social Behaviors, which are related to social norms. The order in which the skills are listed under each category reflect, as much as possible, a progression.

Interactive Behavior Skills

The participant will:

- independently engage in activities next to others;
- share recreation equipment and take turns;
- wait his/her turn whenever necessary;
- engage in cooperative activities with others;
- actively participate in competitive games;
- work as a member of a group to accomplish tasks;
- play as a member of a competitive team;
- give assistance to others who may need or want it;
- maintain eye contact during conversations;
- participate in activities using public facilities, such as bowling, roller skating, and dances, as a member of a group;
- participate in clubs, classes, and events sponsored by community groups such as Scouts, 4-H and garden clubs.

Interpersonal Communication Skills

The participant will:

- introduce himself/herself to others;
- accurately name others in group;
- initiate interaction and activities with others;
- introduce other people to one another;
- start a conversation with appropriate social amenities;
- compliment others on something about them or their activities;
- express affection for those he/she cares about;
- listen when someone is talking and try to understand what is being said;
- Talk to others about things of interest to both of them;

- appropriately negotiate entry into an ongoing group or activity;
- appropriately ask someone for a date by telephone or in person;
- appropriately accept or reject social invitations by strangers and friends;
- appropriately ignore an inappropriate approach by a stranger;
- visit friends and relatives;
- respond to teasing, rejection and/or criticism without loss of control or aggression;
- express negative feelings in a rational manner;
- compromise when necessary, or otherwise deal with interpersonal conflict;
- deal with losing with sportsmanship;
- make effective decisions after considering possibilities.

Appropriate Social Behavior

The participant will:

- follow instructions and adhere to rules;
- locate appropriate public restroom (male or female);
- treat equipment appropriately and respectfully;
- store equipment in assigned places;
- dress appropriately for the activities and weather;
- demonstrate situationally appropriate behaviors;
- make situationally appropriate physical contact;
- identify public and private places, e.g., living room vs. bedroom;
- identify appropriate behaviors in public and private places, e.g., masturbation in bedroom;
- identify inappropriate behaviors, e.g., hitchhiking, looking in windows.

Sample training activities are included in the guide. Each contains an objective, procedures, and trainer's notes. Suggestions for materials, concepts, and role-playing situations are provided where necessary. Two examples from the guide are reproduced here.

Name of Activity: Sell-A-Fella.

Objective: The participant compliments a partner on his/her good characteristics.

Procedure:

1. Trainer discusses giving compliments.
2. Trainer models giving a compliment to a participant.
3. Participant is instructed to "sell" his/her partner by pointing out all the good characteristics.
4. Participant tells the partner and the group why they might want the partner.

Trainer's Notes:

1. Provide a double to help participants think of compliments.
2. Have the participant give only one compliment at first.

Name of Activity: I Like You.

Objective: The participant will discuss and demonstrate ways to express affection.

Procedure:

1. Trainer leads discussion around: How did your family communicate "I love you" or "I like you" to the participants friends; relatives?
2. Trainer leads further discussion on appropriate and inappropriate ways of expressing affection in different types of relationships.
3. Participant acts out socially appropriate ways to touch affectionately.
4. Participant role plays telling someone that he/she cares about them.

Role Play Situation:

Home -- expressing affection toward a parent.
Neighborhood -- letting a friend know you care about them.

School/work -- expressing liking for a teacher.

Community -- expressing affection for a date in a bowling alley or other public place.

Concepts:

1. Hugging is a way to show affection for very special people, e.g., family, best friend, relatives. It is sometimes done when you have not seen a special person for a long time or are saying goodbye to someone you will not see for a long time.
2. Expressions of strong feelings for a date are generally considered more socially appropriate when expressed in private places. Holding hands and putting an arm around a date's shoulder is an appropriate way to show affection in public.

TITLE: LINKING SCHOOL AND WORK. PROMISING PRACTICES FROM A NATIONAL DEMONSTRATION
AUTHOR: PRESSMAN, HARVEY
PUB. DATE: 1981
LENGTH: 98 PAGES
ERIC NO.: ED 219 462

This book describes experimental demonstration programs in the United States that are testing different ways to link school and work more meaningfully for disadvantaged teenagers. The programs are sponsored by Youthwork, Incorporated, a public-private partnership concerned with youth unemployment and the transition from school to work. The book provides descriptions of program activities and includes first-hand accounts of program experiences from project staff members and participants. The first two chapters of the book focus on efforts to serve groups of young people who are particularly hard to reach and difficult to serve successfully: youthful offenders, teenage parents, migrant youth, rural youth, underachievers, runaways, and the physically and mentally handicapped. Chapters 3, 4, and 5 highlight ways to link school and work through the involvement of such institutions as alternative schools, post-secondary institutions, and the private business sector. Chapters 6 and 7 describe approaches to getting good work placements and involving young people more deeply in programs designed to serve them. Chapter 8 reviews some projects that appear to have the potential for lasting impact on participants and identifies elements that may make programs more effective. Finally, Chapter 9 examines how programs can be replicated in other areas around the country. An appendix provides a directory of the programs described in the report.

Excerpts from two program descriptions in Chapter Six are presented here.

A number of Youthwork-funded projects have been successful in arranging good work placements, either as part of a work-study program or as the final step in the training process. These programs have been especially effective in teaching youths how to get jobs, getting jobs for them, and most importantly, directly placing them in the world of work.

New York City's EPIC (Education Through Private Industry Cooperation) program finds work placements for on-the-job training and permanent employment. An educational service linking New York City schools and the business world, EPIC matches the career exploration needs of youth with private sector resources, while increasing community awareness of youth needs. Now in this second year, EPIC is operating in three New York City schools and involves 180 students each year.

The program operates in two phases: Community Outreach and Work Experience. During the first phase, in the fall semester of the school year, students are taught how to conduct an economic survey of their community and how to find jobs. They then map out geographic areas and canvass the business community. Students interview hundreds of employees about their businesses and record what they learn on an EPIC questionnaire.

During the second phase, in the spring semester, students work after school four days a week for three hours each day. They are paid for their work and are immersed in the day-to-day activities designed to expand their understanding of the world of work. Students who complete the required number of hours in the EPIC program receive academic credit. Says one: "I wasn't sure I'd stay in school until this program. I'm trying harder now. I've learned that I must have basic skills to get a job." Another student claims, "My attendance is better. I used to be absent once a week, but no more. I learned on the job that you must be there and pay attention." Another participant agrees: "I work harder now. This has made me see I really need an education to survive out there."

To date, students have become clerical workers, car mechanics, and employees in businesses specializing in travel, medicine, food service, media, insurance, banking, and education. Also, as a result of the training received through EPIC, many students retained their positions on a nonsubsidized, paid basis during the summer.

A similar program is half-way across the country in Iowa. The Community Based Education Program (CBE) is a joint effort between the Des Moines Public Schools and the Greater Des Moines Chamber of Commerce. Serving 155 high-risk youths from local high schools, CBE provides basic skill training in the classroom, subsidized jobs in the private sector, and life skills education. Students attend four academic classes each morning and two CBE classes each afternoon. They also work at least three hours per day for four days each week at minimum wage.

The key to the program's success, according to Project Manager Jane Baker, is "the full support of the business community. There are many students looking for job experience in almost any type of business. Every effort is made to match up career interests with available jobs." Baker's office, located in the Chamber of Commerce, places her in direct contact with prospective employees and lends credibility to the program. "So far we've been fairly successful," she says. "Currently, we have 124 businesses in the community cooperating with the project." Baker credits private sector involvement to the program's professional approach with local business people and a good public relations package. The program initially invested in a professionally made slide show and brochure which has more than paid for itself by interesting business persons in the program.

A unique feature of the program is its emphasis on Life Skills learning as a complement to the school-work experience. The program identifies eighteen life survival skills. The student must acquire at least eight of these in order to graduate from the program. Among the skills are: (1) make an application for employment and successfully hold a job: (2) budget time and money appropriately; (3) explain personal legal rights; (4) know about drug and alcohol abuse; (5) respond appropriately to emergencies; (6) receive family life education; (7) maintain a checking account and (8) transact business on a credit basis. When the activities for each skill area are completed, the student receives a "certificate of competency" signed by a community person and CBE project staff.

The appendix, listing programs described in the book, is also reproduced.

CALIFORNIA

BERKELEY YOUTH ALTERNATIVES, INC.
2141 Bonar Street
Berkeley, CA 94702

CENTER FOR INDEPENDENT LIVING
2539 Telegraph Avenue
Berkeley, CA 94704

OPEN ROAD
1323 Anacapa Street
Santa Barbara, CA 93101

PROJECT TEEN
Center for Employment and Training, Inc.
425 S. Market Street
San Jose, CA 95113

REALISTIC WORK AND TRAINING FOR YOUTH
Self Help Manpower, Inc.
P.O. Box 787
209 N. Court Street
Visalia, CA 93277

SUCCESS ON THE MOVE
Kaiser Aluminum and Chemical Corporation
300 Lakeside Drive
Oakland, CA 94643

YOUTH ENTERPRISES GARDENING AND RECYCLING PROJECT
Mid-Peninsula Youth and Community Services
2050 Cooley Avenue, Room E-6
E. Palo Alto, CA 94303

CONNECTICUT

LEARNING VENTURES
Hartford Public Schools
249 High Street
Hartford, CT 06103

COLORADO

MI CASA WOMEN'S RESOURCE CENTER, INC.
1045 W. 10th Avenue
Denver, CO 80204

FLORIDA

FLORIDA JUNIOR COLLEGE
North Campus
4501 Capper Road, Room A-218
Jacksonville, FL 32218

GEORGIA

PROJECT EXCEL
Georgia State University
Center for Urban Research and Service
College of Urban Life
Atlanta, GA 30303

IOWA

COMMUNITY BASED EDUCATION PROJECT
800 High Street
Des Moines, IA 50307

KENTUCKY

SOMERSET COMMUNITY COLLEGE
Somerset, KY 42501

DISTRICT OF COLUMBIA

KENNEDY INTERNS IN RECREATION PROGRAM
Special Olympics, Inc.
1701 K Street, N.W.
Suite 203
Washington, DC 20006

MASSACHUSETTS

ALLIED HEALTH CAREERS PROJECT
The Group School, Inc.
345 Franklin Street
Cambridge, MA 02139

ENERGY TRAINING AND EDUCATION CENTER
20 Lomasney Way
Boston, MA 02114

JOB TIPS
Boston YWCA
140 Clarendon Street
Boston, MA 02116

URBAN ARTS PROJECT IN DEAFNESS
456 Belmont Street
Watertown, MA 02171

MICHIGAN

PROJECT PREPARE
Teen-age Parent Alternative School Program
2000 Pagel
Lincoln Park, MI 48146

MINNESOTA

LEARNING THROUGH COMMUNITY PARTICIPATION
Southwest Secondary School
3414 W. 47th Street
Minneapolis, MN 55410

MISSISSIPPI

MISSISSIPPI INDUSTRIAL COLLEGE
North Memphis Street
Holly Springs, MS 38635

OATH, INC.
P.O. Box 2533
Jackson, MS 39207

MISSOURI

GENESIS SCHOOL
3901 Agnes Street
Kansas City, MO 64130

NEW MEXICO

YOUNG PARENTS' CENTER
New Futures School
2120 Louisiana Boulevard
Albuquerque, NM 87110

NEW YORK

COOPERATIVE SCIENCE EDUCATION PROGRAM
New York University Medical Center
School of Medicine
Office of Urban Health Affairs
550 First Avenue
New York, NY 10016

EPIC
Economic Development Council of New York
261 Madison Avenue
New York, NY 10016

EXEMPLARY IN-SCHOOL DEMONSTRATION PROJECT
Chemung County
Box 588
Elmira, NY 14902

PROJECT SHARE
Middletown High School
Gardner Street Extension
Middletown, NY 10940

RURAL NEW YORK FARM WORKERS OPPORTUNITIES, INC.
2 E. Main Street
Sodus, NY 14551

YEAR ROUND WORK EXPERIENCE FOR DISABLED STUDENTS
Institute for Rehabilitation Medicine
400 E. 34th Street
New York, NY 10016

YOUTH ACTION PROGRAM
East Harlem Block Schools, Inc.
94 E. 111th Street
New York, NY 10029

NORTH CAROLINA

PROJECT BECOME
1009 Leonard Street
High Point, NC 27621

PENNSYLVANIA

AHEDD
420 Walnut Street
Lemoyne, PA 17043

RHODE ISLAND

TRAINING THRU PLACEMENT--YOUTHWORKS
777 River Avenue
Providence, RI 02908

VERMONT

SMOKEY HOUSE
P.O. Box 292
Danby, VT 05739

VIRGINIA

NEW HORIZONS
201 E. Franklin Street
Richmond, VA 23219

TITLE: OCCUPATIONAL READINESS CENTER CURRICULUM GUIDE. 2ND EDITION
PUB. DATE: 1982
LENGTH: 357 PAGES
ERIC NO.: ED 225 004

This curriculum guide provides materials for nine courses taught in the readiness program for students 15 years of age and over who are not benefiting from education in regular educational settings. (The program is intended to identify a suitable occupational field in which students can succeed and to develop their social and emotional readiness and behavior to function successfully in all occupational training programs.) Introductory materials include the program's basic philosophy, objectives, criteria for entrance into the Occupational Readiness Center, and course descriptions. Outlines follow for each course that combine academic instruction with student experience in a "live work" situation. Courses cover these trade/occupational clusters: metal trades, automotive trades, building trades (masonry/carpentry), building trades (electrician/plumber), building maintenance, horticulture/floriculture occupations, food trades, cosmetology/personal grooming, and health/personal service occupations. The courses are divided into units corresponding to specific job titles and occupations. Each unit presents this information: job title, job duties, working conditions, job requirements, job conditions, basic skills and knowledge, job practice, academic demands, additional job information, and evaluation. A unit outline details learning goals; learning activities; tools, equipment, and supplies; new terminology; math; and text, workbook, and other supplies. Some student information forms are included.

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TITLE:	THE LEARNING DISABLED ADOLESCENT: PARENTS [AND] SCHOOL PERSONNEL WORKING TOGETHER--LOOKING TOWARD THE FUTURE
AUTHOR:	HOUCK, CHERRY; AND OTHERS
PUB. DATE:	1982
LENGTH:	57 pages
ERIC NO.:	ED 216 471

Issues involved in the education of adolescents with learning disabilities (LD) include the necessity for the student to surmount organizational problems at home and at school, and the effects of inadequate social skills and the fear of failure. Parents of LD students should understand their rights in the assessment process, and should be acquainted with features of appropriate assessment (such as the use of more than one test score and the importance of continual assessment). Program planning requires cooperation between parents and schools.

This guide provides a pre-planning form for the individualized educational program (IEP) meeting which lists questions parents might want to ask in order to clarify procedures and issues. The form is reproduced here.

I. Questions Relating to Information Collected for the Eligibility Decision

1. What do the terms ______________________________
   (specify terms you want clarified)
   ____
   that were used in the assessment report mean?
2. Without this learning disability, where would you expect our child to be functioning based upon all the tests that were administered?
3. If our child is really reading at about the third grade level, how can we ever expect him/her to pass his/her high school subjects?
4. What does all this information mean in terms of the future? Can we expect our child to pass the Minimum Competency Exam? What special help will be provided for my child if he can't

read this exam? Should we plan on college? What special help will be provided for my child if he wants to take the college entrance exams?

II. Questions Relating to Specialized Services

1. How *much* special services will be needed given the severity of my child's disability?
2. Looking at our child's progress, the gains have been meager (i.e., 3 or 4 months per year). Is this the best we can hope for? Would more help per day result in greater gains?
3. Who will provide the service(s)?
4. What specifically needs to be provided? What do you believe is of highest priority at this time (e.g., reading, written work, math, spelling, etc.)?
5. Where will the specialized instruction take place? At this school?
6. How many other students will be with my child and what are their needs?
7. What regular classes will be missed while he/she is with the LD teacher?
8. What will be my child's daily schedule?
9. How much time will the LD teacher spend each day with my child? Are there any other services that he/she may need (e.g., speech therapy, adapted P.E., counseling, etc.)?
10. Will the methods and materials used in the LD classroom be different from those the regular teachers use? If so, please explain the differences.
11. What is it about how my child learns that makes these different methods or materials better?
12. How will my child's regular classroom activities relate to what is done in the LD program?
13. With so many teachers, who is going to coordinate what is happening in my child's school day?

14. How soon will I know if the program is working? If I am concerned about whether or not the program is working, can I suggest changes in the program or can I remove my child from the program?
15. If this were your child, would you consider the program plan we have discussed one that would meet his needs?
16. What can we do at home to help?
17. What happens next?

Intervention should focus on promoting self-assurance and independence, developing social skills, and preparing for career decisions.

This guide suggests that intervention strategy for developing appropriate social skills in SLD adolescents could include the following:

1. Awareness: Have an open, informal discussion with the youth regarding the appropriate behavior and the resultant perceptions of others.
2. Specific Instructions: Give specific instructions concerning the appropriate behavior. Be sure to identify inappropriate behaviors that are currently being exhibited. For example:

   Identify Inappropriate Behaviors

   1. Runs to guest.
   2. Speaks too loudly.
   3. Slaps hand on back of guest.
   4. Interrupts others when talking.

   Identify Appropriate Behaviors

   1. Walks slowly to guest.
   2. Speaks in a pleasant "indoor" voice.
   3. Extends hand for a handshake.
   4. Listens to others and can identify, through body language and pauses, when it is appropriate to speak.
3. Rehearsal and Feedback: Provide an opportunity for the desired behaviors to be rehearsed and offer constructive feedback. In

learning how to greet someone, you may need to rehearse steps a-c.

(a) Walking slowly toward someone: discuss the differences between running up to someone and walking up to someone. Ask the youth to describe how he feels different when running and walking. Have him evaluate his practice moves.

(b) Speaking in a pleasant tone: the youth may need to practice discriminating a loud voice from a pleasant voice. Again, have him evaluate his conversation to determine if he has been loud or pleasant. Identify and practice several appropriate greetings such as, "Aunt Margaret, I haven't seen you for a long time. How have you been?" or "Hi, Aunt Margaret, how are you doing?"

(c) Practicing shaking hands: let him feel the right way of doing it. Give feedback regarding the appropriateness of the handshake. Identify body cues that suggest he should get ready to shake someone's hand. For example, he will need to watch the other person. Is that person getting ready to extend his arm? Am I ready to extend mine?

4. Initiating Social Behavior in Appropriate Environments: Identify any differences that may exist between greeting a female or a male. For example, greeting a female might not include a handshake but rather a nod of the head and a smile. Looking for body cues is important here. Identify the differences between a "formal" greeting (e.g., meeting someone for the first time, prospective employers, etc.) and "casual" greetings (e.g., friends and neighbors seen everyday).

Development of self-esteem occurs following experiences that make one feel good about one's self. The family environment provides many opportunities for developing and supporting self-assurance and self-respect. Successful learning experiences within the family are particularly important when an SLD adolescent is coping with many negative experiences in other environmental settings. For example, many families can certainly identify responsibilities that need to be shared by all family members.

1. Jobs need to be clearly defined.
2. Support or assistance may be necessary before your child feels he is able to complete the task successfully on his own. During this phase it is important to accompany each part of the task with appropriate verbalizations (e.g., "The fork goes to the left of the plate." "Mow around the flowers." or "Fold the blanket.") and definition of related vocabulary words.
3. Timelines need to be clearly specified. For example, the child needs to understand when the chore needs to be initiated and completed (e.g., "We want to eat dinner at 6:00 p.m. It takes 10 minutes to set the table, so you need to begin setting the table by 5:50 p.m.").
4. Successful completion needs to be rewarded. Offer a smile and words of approval during and as soon as the task is completed.

The following are some home activities that could help promote independence and self-confidence.

1. Yard work
2. Pet care
3. Babysitting
4. Setting table
5. Cleaning room
6. Buying clothes
7. Budgeting one's allowance
8. Clothing care
9. Household chores
10. Meal preparation

Here are some examples for organizing three jobs into meaningful learning experiences.

I. Budgeting One's Allowance

When financially possible, having the student earn an allowance can provide opportunities for developing budget management skills.

Related Vocabulary:

income
expenditures
payments
charge cards (VISA)
checkbook
savings
insufficient funds
budget
tax
interest
bank account
checks
lay-a-way

Learning Situations:

1. If I want to use the family car to go downtown, how much will gas cost at $1.36/gal?
2. If I want to buy a new shirt for $18.00, how long will it take me to accumulate enough savings with my other weekly expenses?

II. Buying Clothes

Allowing the student to make decisions regarding clothing purchases provides a variety of learning opportunities.

Related Vocabulary:

formal dress
stripes
checks
prints
hem
Perm-A-Press
Wash and Wear
34 L
C.O.D.
casual dress
plaids
solids
inseam
cuff
Dry Clean Only
S, M, L, XL
Special Order

Learning Experiences:

1. Identify the differences in cost between designer and general ready-to-wear labels.
2. Learn the cost differences between different types of material (e.g., silk, suede, cotton, wool, and polyester).
3. Learn one's shirt size, neck size, sleeve length, waist measurement, and pant length.
4. Learn to select well-coordinated outfits.

III. Washing and Drying Clothes

Taking care of one's clothes is essential to independent functioning. Learning and practicing at home helps to make the transition to independent living a smooth one.

Related Vocabulary:

detergent
bleach
starch
spot remover
push
washing
low sudsing
water softener
permanent press
cycle
pull
rinsing

Learning Experiences:

The youth learns how to operate a washing machine and dryer, including the different temperature controls and when to use them (e.g., hot or warm water for washing, cold water for rinsing); what kind of soap is appropriate, how long it will take to dry different types of material (e.g., a cotton shirt or a pair or jeans); and proper procedures for folding and hanging clothes.

TITLE: A PARALLEL TEACHING PACKAGE FOR SPECIAL EDUCATION/INDUSTRIAL ARTS
AUTHOR: LENTI, DONNA M., COMP.; AND OTHERS
PUB. DATE: 1981
LENGTH: 221 PAGES
ERIC NO.: ED 208 138

This teaching package presents information and materials for use by special and industrial arts educators in teaching learning-disabled students. It may also be of use to guidance counselors and administrators for student counseling and placement.

The package contains two primary units. Unit 1 introduces the field of learning disabilities to familiarize industrial arts instructors with the nature and needs of special students. In addition to discussions of student characteristics; related vocabulary; descriptions of diagnostic tests; the role of the secondary, learning disability resource room teacher; classroom strategies; hints for cooperation between special and vocational instructors; and sample forms, the unit also features specific strategies and techniques for the classroom. Some of these are reproduced on the following pages.

The second unit provides the special education resource teacher with an overview of and information related to six industrial arts areas: drafting, electricity, graphic arts, metalworking, power mechanics, and woodworking. The format for each shop area consists of a brief introduction, followed by lists of: general goals; areas to be covered; safety procedures; texts and supplements with readability level indicated; key words and vocabulary with definitions, tools, equipment and machines. An outline of math skills, a math pretest, related teaching aids, a list of related occupational opportunities, and skills checklist are also included. Appendices provide lists of additional selected resources and trade schools in Connecticut.

STRATEGIES IN TEACHING THE LD STUDENT IN THE REGULAR CLASSROOM

These strategies may be helpful in approaching the learning disabled student.

General Strategies

1. Avoid putting a student in a failing or embarrassing position (reading out loud if he has reading problems, writing on board if his handwriting is poor, etc.).
2. Give all students the right to choose some alternate assignments. That way the learning disabled student does not stand out.
3. Use teacher comments on papers (in printed form); give clues to strengths and provide direction for the future.
4. Allow group efforts.
5. Allow a buddy system.
6. Give a variety of assignments throughout the term so that there is something that all students can excel in.
7. Ask student to do work just beyond his present level of achievement.
8. Offer step-by-step guidance through the work by personal instructions, precise written instructions, or taped instructions.
9. Allow revisions in testing.
10. Encourage student's participation in setting his own goals.

Presenting Materials and Assignments

1. Materials should be presented in both oral and written form. Use as many methods as possible: films, overheads, illustrations, etc. (All handouts should be clearly printed--no worn out dittos!)
2. Materials should go from simple to complex. It may be necessary to review and repeat more than you first thought necessary.
3. Be very well organized in presenting materials. LD students have difficulty with organizing material--use outlines whenever possible.

4. Keep assignments short and in manageable parts. The LD student should be expected to do classwork but with modifications of quantity not quality.

5. Offer opportunities for student to ask questions about assignments.

6. Give only one assignment at a time so that the student does not become confused.

7. Speak clearly and slowly, putting key words on the board, especially if the student is expected to take notes.

SPECIFIC TECHNIQUES FOR COMMON PROBLEMS

If the problem is reading and the student is expected to learn content:

1. Use films or film strips.
2. Provide records, tape recorders.
3. Allow use of pictures, films, cassettes.
4. Refer to texts or books in large print or simplified reading level.
5. Encourage students to seek help from other students.
6. Cut the amount to be read, i.e., select key passages or chapters.

If the learner has problems with listening:

1. Provide printed directions to accompany oral presentations.
2. Give students tapes so he may follow directions at his own pace or listen to them over and over.
3. Provide individual help to be sure directions are understood.
4. Allow help from another student.

If the problem is one of poor writing:

1. Allow taping of reports or tests.
2. Encourage use of typewriter, even for taking tests.
3. Offer opportunities to build models.

4. Provide opportunities for oral reporting and testing.
5. Require short samples of written work carefully and excellently done.
6. When testing, correct written work for concepts, not for area of disability (spelling, writing, etc.)
7. Allow student to have help in editing written reports prepared outside class. Stress should be on excellence in what is turned in, even if it is one paragraph, one neat page.

If the problem is one of poor math concepts:

1. Have student verbalize the problem step by step to make sure he understands each stage.
2. Check to see that the meaning of key symbols is clear (+, -, etc.).
3. List steps of a process on study sheet or tape; allow student to refer to it as he works.
4. Help the student to group words according to their meaning.
5. Emphasize the position of numbers and symbols when it is important to computation.
6. Cut concepts into smaller steps than is done in most texts.
7. Allow students with special problems time to work out spatial relationships, as in geometry, at their own pace.

TIPS ON TESTING IN THE CLASSROOM

1. Review material to be covered for tests--provide outlines for students or LD teacher to follow on material or terms.
2. Oral testing, if needed, by classroom teacher or LD teacher.
3. Give extra time for the LD student in taking tests.
4. Use concise multiple choice questions or matching format on tests.

5. For essay format--allow student to dictate answers to LD teacher, another student or teacher, or tape essay.

TIPS ON GRADING

"Grades can be a prime motivational factor for some students, but really frightening and tense for others. No student wants to fail and it is our job to see that we do not put students in a failing position." (Chase, 1976, pp. 22-23) The grades in classes should reflect the progress the student has made at his or her instructional level. Their grades should not be penalized because they are already working below grade level. It is important to note "the learning disabled student has been programmed to fail and has had more than his share of failure throughout the grades no matter how hard he tried." (Chase, 1976, p. 23)

Chase further states: "Grading Need Not Represent A Compromise In Your Standards." (Chase, 1976, p. 25) As instruction should be geared to the students' strengths and weaknesses, several areas can be considered for the students' grade, such as - Attendance, Attitude, Participation, Homework, Tests (oral or written), Extra Credit Work, etc.

Remember -- grade on improvement, LD students shouldn't be compared to others -- they must be graded on individual progress.

Chase, C., Classroom Aid for the Highschool Teacher. Massachusetts: c/o The Association for Children with Learning Disabilities (ACLD), 1976.